



**MOUNT ALBERT GRAMMAR SCHOOL**

# **QUALITY ASSURANCE MANUAL**

**2008**

This copy issued to:

## Quality Assurance Manuals

are held by:

Headmaster
Associate Principal
Deputy Principal Administration
Deputy Principal – Year 12
Deputy Principal – Year 11
Deputy Principal – Junior Girls
Deputy Principal – Junior Boys
Business Manager
Director of Professional Development
Director of Guidance
Director of International Studies
Director of Boarding
Director of Information Literacy
Director of Sport
HOD Art
HOD Careers
HOD Commerce
HOD ESOL
HOD Languages
HOD Learning Support
HOD Mathematics
HOD Music
HOD Performing Arts
HOD Physical Education
HOD Technology
HOD Te Puna
HOD Science
HOD Social Sciences
Level Deans
Property Manager
Staff Room
Student Centre
School Intranet

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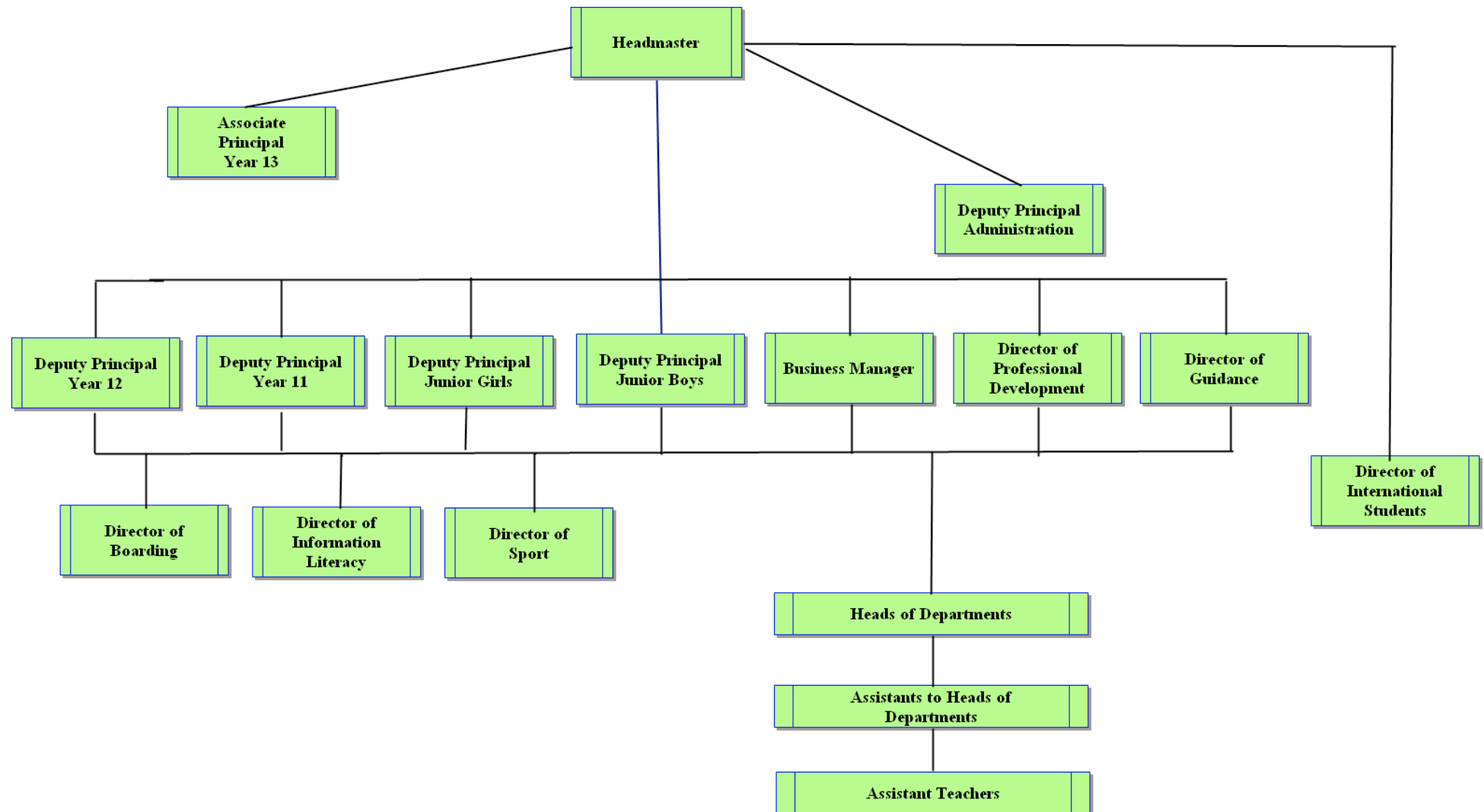
# **1 Management**

## 1.1 Introduction

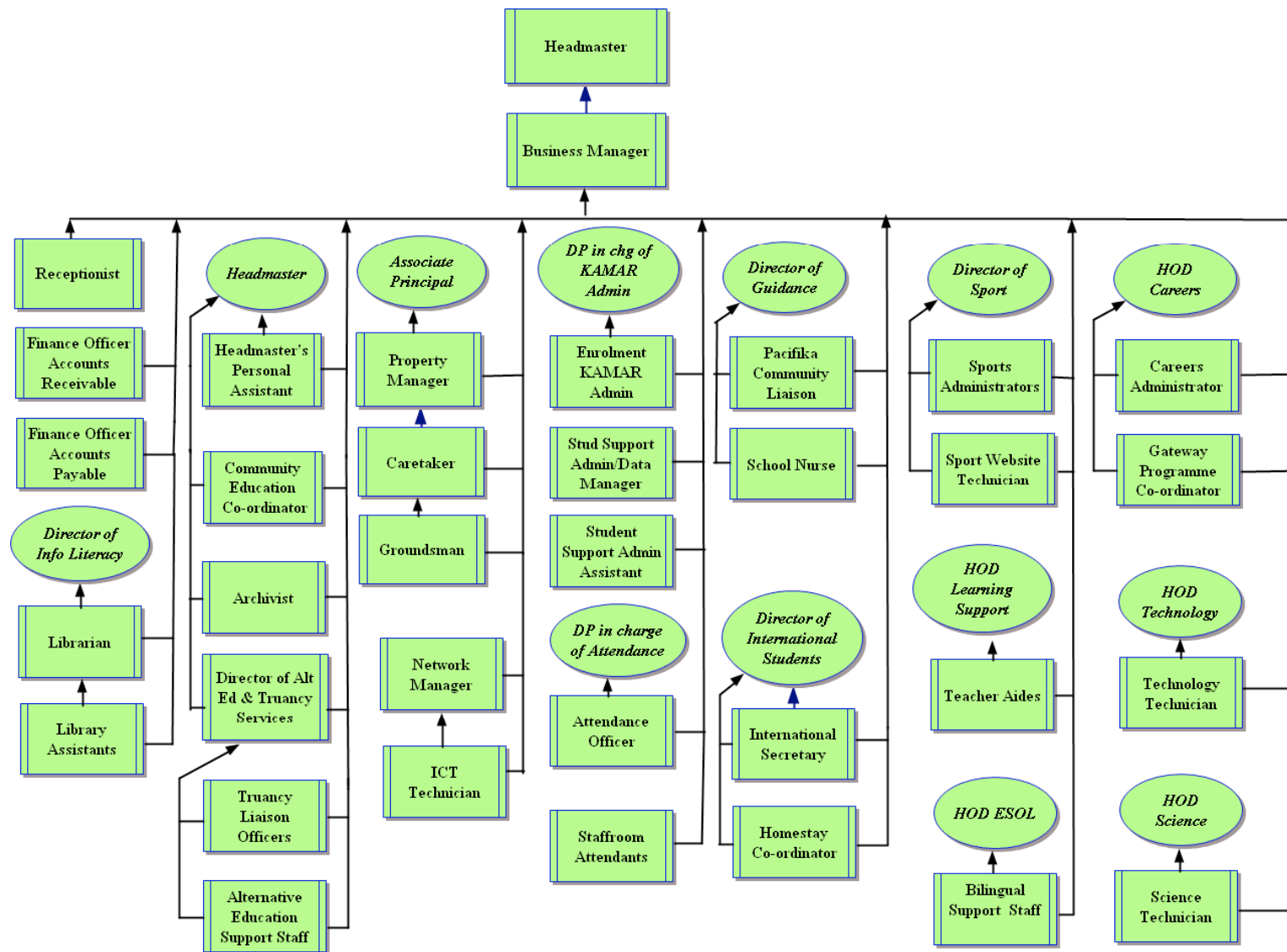
- The school is effectively sub-contracted by the Ministry of Education to provide a learning environment conducive to meeting the curricula it lays down. Therefore, contract negotiation with the Ministry of Education is minimal. However, Mount Albert Grammar School provides a range of community education classes based on meeting the needs of the local community.
- Purchasing is controlled by budgets set as a result of Ministry of Education funding. Sub-contracted teachers are controlled utilising the Secondary Provider Selection and Off-Site Work-Based Systems.
- The customer supplied product is the students at the school. They are indeed controlled and stored etc by attendance records and student assessment etc. The environment in which the education process takes place is equally well controlled.
- The teaching process commences with the curricula published by the Ministry of Education. This is then interpreted into curricula objectives by Mount Albert Grammar School so that teaching schemes can be set and resources allocated to meet the objectives.
- Mount Albert Grammar School has produced a *Quality Assurance Manual* and a *Policy Manual*. These are both published as pdf files on the school network. The Quality Policy has been defined in the *Quality Assurance Manual* as have the objectives for meeting customer needs in the form of aims.
- Responsibilities and authorities have been defined on three levels: firstly, to cover those with executive responsibility; secondly, as job descriptions; and thirdly, within individual procedures.
- The management representative is a Deputy Principal.
- The *Policy Manual* contains policy statements that cover all issues from staffing and discipline through to records and finance. Flowcharts are used extensively throughout the documented system. The appropriate policy in the *Policy Manual* is also referenced on each flowchart.
- To measure whether the teaching process has been fully implemented and to ensure that it is effectively controlled, data are collected relating to attendance patterns and truancy, and examination results in both internal and external examinations.
- Corrective action is an inherent part of the Discipline Section within the *Quality Assurance Manual*. The preventive action side is addressed via Off-Site Behaviour Systems and the Environment Section.
- It will be the responsibility of the Quality Controller to inform KPMG QCI of any activities that the school performs that fall outside, or affect the scope of, the certification.



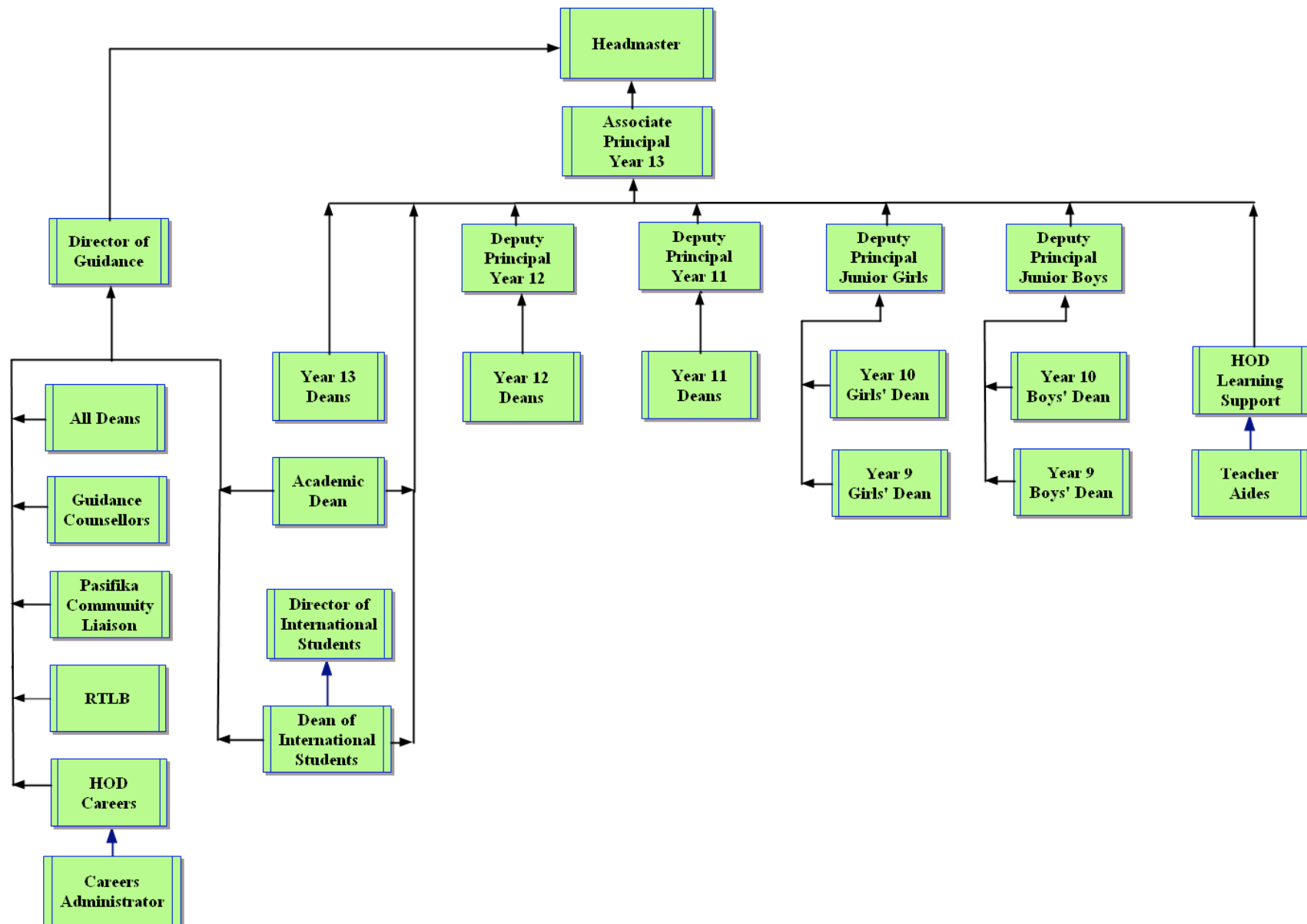
## 1.2 Management Structure



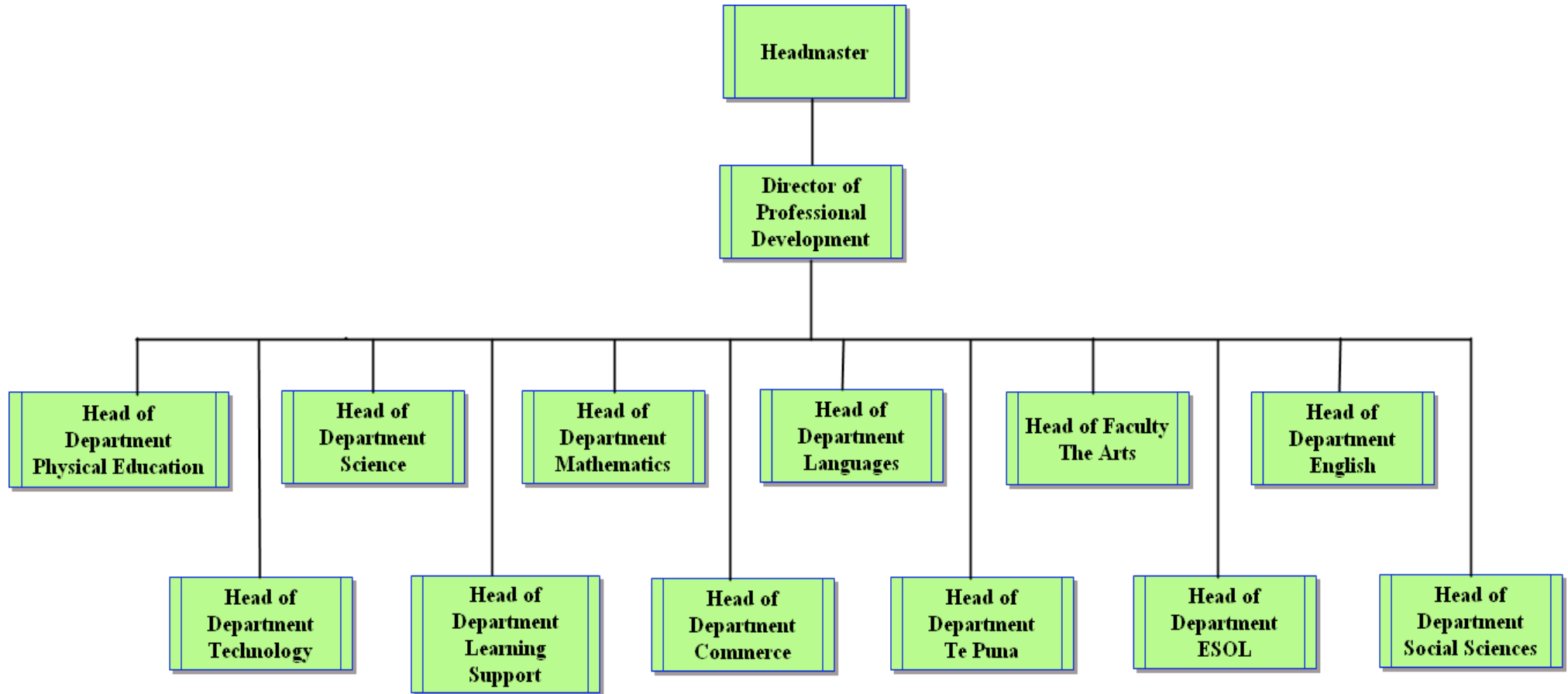
### 1.3 Support Staff Management Structure



## 1.4 Guidance/Deans Management Structure



## 1.5 Faculty Management Structure



## **2 Quality**

## 2.1 Quality Defined

- Quality is that which is suited to the market, is uniform and is cost efficient. (The Management Edge)
- Quality is not an accomplishment, it is a spirit, a never-ending process. (Lawrence Miller)
- Quality is the totality of features and characteristics of a service that bear on its ability to satisfy stated or implied needs. (BS 4778)
- Quality relates to customer satisfaction, which translates into the product functioning well for the purpose for which it was developed. (J.M. Juran)
- Quality is nothing less than meeting the exact requirements of the customer. (P.B. Cosby)
- Quality is what the customer says it is. (Covey)
- Quality is related to the transformatory process through which the learner increasingly takes ownership of his/her learning. (Funnell and Muller)
- Aim to do the right things right the first time, every time. (A.A. Fusco)

## **2.2 Rationale**

### ***Total Quality Management (TQM)***

Mount Albert Grammar School has made a commitment to the model of TQM (refer to Section 2.5) and therefore a commitment to Total Quality Education (TQE). This is an overt philosophical stance on what we see as our mission for all associated with the school.

### ***NZQA***

The Qualifications Framework demands that we meet certain criteria that reflect quality. A Quality Assurance Manual is a key element in achieving accreditation.

### ***Quality Assurance Manual***

Mount Albert Grammar School has a multiplicity of policies and procedures covering a wide range of functions. Inspection by ERO has confirmed their soundness.

The policies and procedures have been compiled into a series of coherent, written documents in the form of a *Quality Assurance Manual*.

Staff are expected to follow procedures relevant to them.

## **2.3 Quality Assurance Policy**

- The major objective of Mount Albert Grammar School is to provide quality educational opportunities that are appropriate to the needs of the students.
- In order to achieve this objective, it is the policy of Mount Albert Grammar School to establish and maintain an effective and efficient quality management system.
- The Executive of the school will ensure that staff at all levels within the organisation are acquainted with, and experienced in applying, school quality objectives.
- The services within our school, namely: systems design, resourcing, processing, delivery and communications, should be fully managed, monitored and cost effective. Resources, administration and operations should be consistently improved to produce results conforming to the optimum of student requirements and expectations of the services provided.
- All staff are responsible for the quality system and quality provision in their own areas of responsibility.
- All members of the management, teaching and non-teaching staff are responsible for the quality of their own work.
- Participation in the school's quality management system is essential for all staff in order to ensure that current and future student requirements are consistently achieved and sustained.

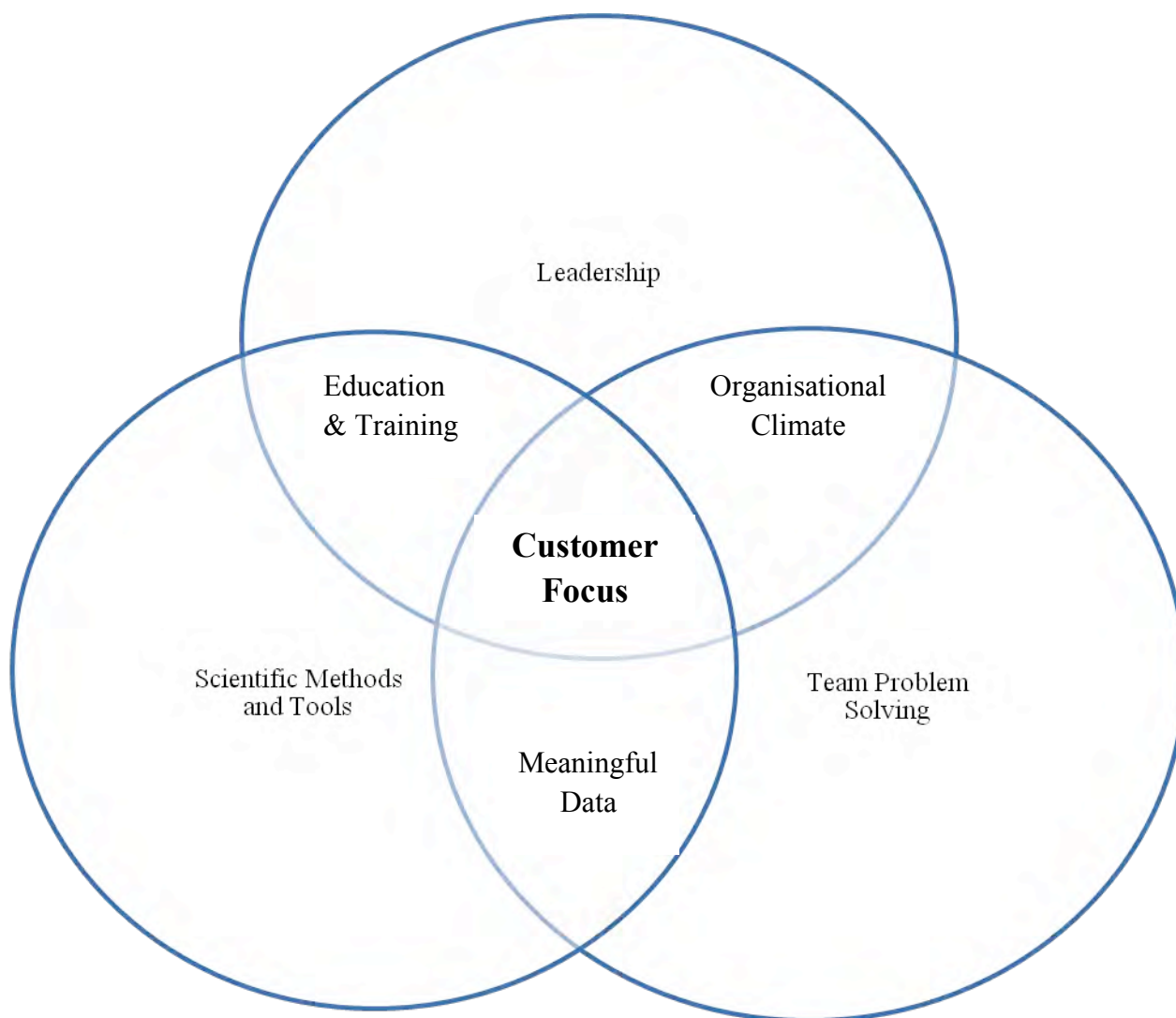


## 2.4 Aims

The school will have a comprehensive documentation of adopted policies and procedures in a *Quality Assurance Manual* in order to:

- a) ensure continuity of good practice from year to year
- b) lay down benchmarks for effective performance
- c) reduce the need for repeated in-depth briefing and planning sessions in the annual cycle
- d) act as a firm basis for the training of staff
- e) provide easy access for staff, BOT, parents, Albertians and others seeking information about the policies and procedures of the school
- f) ensure Mount Albert Grammar School meets requirements for NZQA and ISO 9001 accreditation, and
- g) meet legal requirements of ERO and outside agencies.

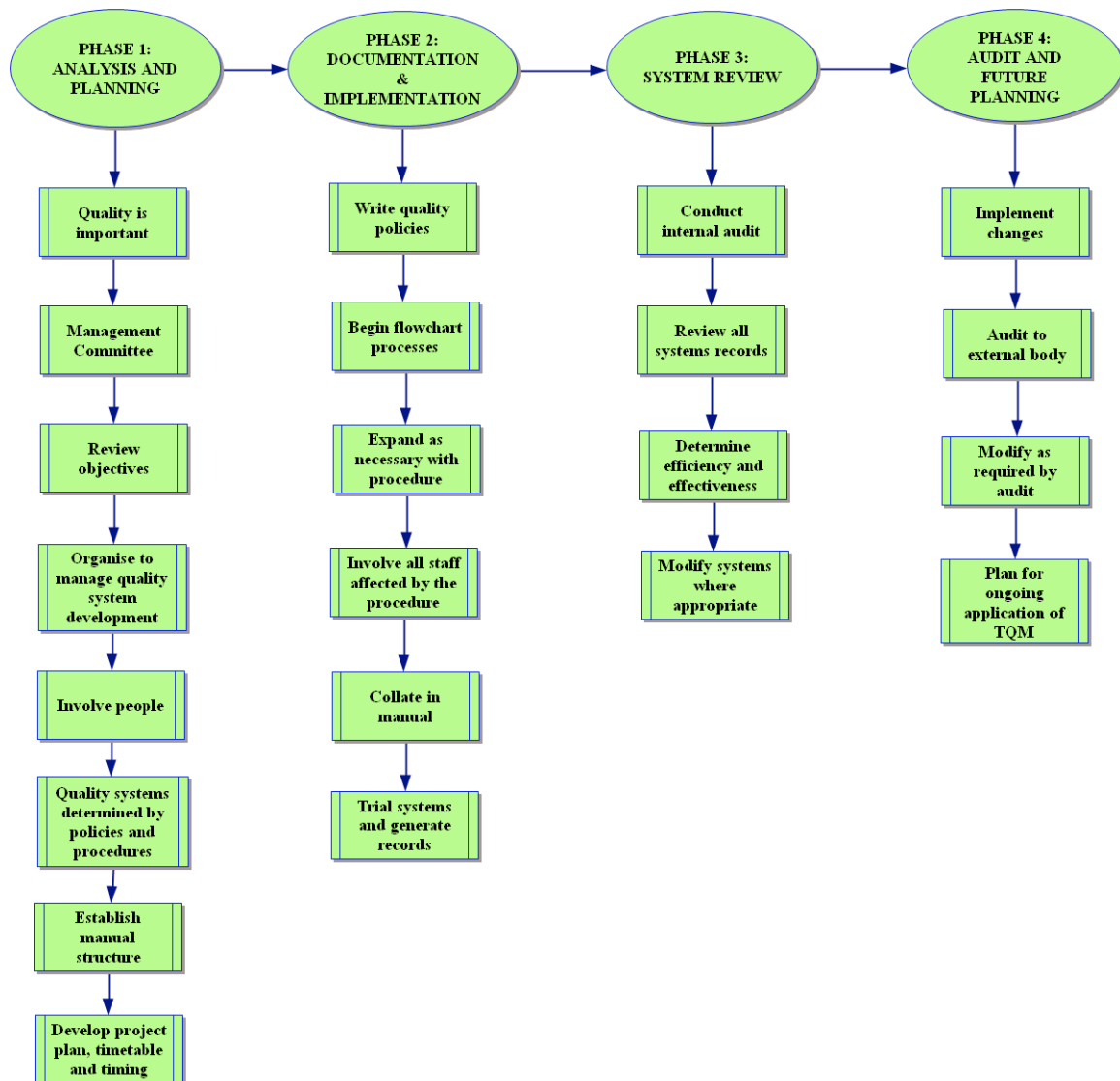
## 2.5 TQM Implementation Model for Education



*All models are wrong, but some are useful*

**W. Edward Demming**

## 2.6 Quality Systems Implementation: Quality Assurance Committee



## **2.7 Management Responsibility**

### ***Requirements:***

There are three aspects that specify the responsibilities of management to support the implementation and maintenance of the Quality System. The three aspects are:

1. Quality Policy
2. Organisation
3. Management Review

### ***1. Quality Policy (refer to Section 2.3)***

Management defines and documents policies and procedures for Quality, ensuring these are understood, implemented and maintained with continued analysis as to the place the Quality System occupies in the school and how its application affects the school.

The Quality Policy states the points of reference as to compliance within the school system.

This policy statement constitutes the school's formal commitment to Quality.

This statement should be visible, accessible and understood by all staff.

### ***2. Organisation***

There are three parts to this aspect:

- a) Responsibility
- b) Verification of Resources and Personnel
- c) Management Representative

#### ***a) Responsibility***

The key feature of the school is that there be a Quality System, that this system be documented and that this documentation be implemented. This is the responsibility of management.

Documentation should cover all systems of the school. Once the systems have been identified, sub-systems need to be developed as well (refer to Section 2.6).

#### ***b) Verification of Resources and Personnel***

Verification is defined as those activities carried out to verify that quality is being implemented. Resources and structures will be in place to ensure quality is being provided. Verification activities include inspection by delegated staff, testing and monitoring of respective systems and student performance and both internal and external audits. It is important that audits be carried out by personnel who do not have direct responsibility for the work being performed.

*c) Management Representative*

The management representative who has responsibility for liaising with KPMG Quality Certification Ltd is the Headmaster, ensuring that quality is implemented and maintained. The delegated Quality Controller for this responsibility is the Deputy Principal Administration. This responsibility is outlined in the job description of this person.

**3. Management Review**

Formal reviews are to be carried out at least twice each year in the form of an internal audit by the school's Quality Controller. In addition, complaints from parents or the community will also occasion investigations into procedures relating to quality of service and the four-weekly staff meeting cycle will provide a forum for consideration of changes to procedures where they are perceived by staff either as less than effective or capable of improvement.

Records of management reviews will be kept and should be used in future reviews.

***Changes in Scope***

Should the school perform activities outside the scope of, or affecting the scope of, the certification, it will be the responsibility of the Headmaster to inform KPMG QCI.

## 2.7.1 Areas of Responsibility

Academic Institute	J Williams/Gibbs
Accounts	Sandiko
Albertian's Liaison	Burden/Long
Anzac Day	Ferner
Archives	Murphy
Assembly	McKinley/DPs
Assessment	Rivalland
Attendance	Metcalf/Waetford
Beginning Teachers	Pipe
Board of Trustees	Burden
Buildings	Burden
Calendars	McKinley
Careers	Laurenson
Compassionate Consideration	Keenan
Course Booklet	Pipe
Course Structure	Pipe
Confiscated Items	Keenan/Rivalland/ Metcalf/JWilliams
Day Relief	Keenan
Detention/Administration	McKinley/Keenan/ Rivalland/Metcalf/ J Williams
Discipline	McKinley
Emergency Procedures	McKinley
Enrolments	Burden/J Brough
EOTC	McKinley
Examination Entries	Y Williams
Examinations External	McKinley
Examinations Internal	J Williams
Extracurricular	Baker
Faculty	Pipe
Farm	Burden
Finance	Sandiko
First Aid	Haworth
Furniture	Y Williams
Grounds	Burden
Guidance	Ferner
Harassment	Burden
Homework	J Williams
Homework Diary	J Williams
Honours Board	C Long
Intermediate Schools' Liaison	Ferner/Metcalf/J Williams
International Students	Gray
Keys	Brown
Leaver's Dinner	McKinley
Litter	McKinley
Lockers – staff	Brown
Lost Property	Student Centre
Magazine	Murphy
Maintenance	Brown
MAGS Parents Liaison	Metcalf

Marketing	Burden/Gray
MoE Liaison	Burden
MoE Returns	Y Williams
NCEA	Y Williams
Newsletters	Burden
Noticeboards	McKinley
NZQA	Y Williams
OSH	Brown/McKinley
Payroll Liaison	YWilliams/Sandiko
Photographs	Keenan
Prefects	McKinley
Privacy Issues	Burden
Prizegiving	Metcalf/G Cave
Professional Development	Pipe
Prospectus	J Williams
Quality Assurance	Y Williams
Report Evenings	J Williams
Reports	J Williams
School Data Base	Rivalland
Security	Brown
Sexual Harassment	Ferner
Staff Appointments	Burden/Sandiko
Staff Discipline	Burden
Staff Duty	Metcalf
Staff Expenses	Sandiko
Staff Files	Burden/Sandiko
Staff Leave	Burden
Staff Manual	J Williams
Staff Meetings	McKinley
Staff References	Burden
STAR Funding	Y Williams
Student Testimonials	Gibbs/Phyn
Student Transport	Rivalland/Keenan
Teacher Trainees	Metcalf
Towers Hall	McKinley
Timetable	Rivalland/Dempster
Uniform	McKinley/Keenan/ Rivalland/Metcalf/ J Williams

## 2.7.2 Faculty Management

### *Role*

The role of faculty is multi-functional. The key tasks are:

- to be an advisory group for management on issues in any area of school life
- to evaluate proposals regarding curriculum and assessment procedures
- to represent seven areas of learning at faculty level, to discuss issues and communicate with them
- to provide membership for the professional development committee
- to be key participants in the school appraisal system
- to report on the performance of specific learning areas.

### *Membership*

The Headmaster will decide membership of the faculty. Faculty should represent a cross-section of curriculum areas. Membership at present is:

<b>Member</b>	<b>Position</b>	<b>Responsibility</b>
John Pipe	Convenor	Senior Management
Alan Sangster	Head of Mathematics	Mathematics
Colin Adam	Head of Social Sciences	Social Sciences
Shelley Masters	Head of English	English
Janet Lee	Head of Science	Science
Warwick Gibbs	Head of Languages	Languages
Mark Dempster	Head of Physical Education	Physical Education
Milica Zjajic-Moon	Head of The Arts	Music, Art, Dance and Drama
Natalia Brodie	Head of Technology	Technology
Ian Bogue	Head of Commerce	Commerce
Reg Korau	Head of Te Puna o Wairaka	Maori Language
Pam Drake	Head of Learning Support	Learning Support
Shellee Hare	Head of ESOL	ESOL/Refugees

Staff outside of the faculty group will be invited to present ideas or be consulted if discussion pertinent to their areas of responsibility is planned.

### *Responsibilities*

- Faculty to be responsible for implementation of curriculum.
- Faculty to be responsible for management of appraisal in each learning area.
- Faculty to be responsible for implementation of the school's assessment programmes.
- To make recommendations to the Headmaster on any areas of management within the school.

### ***Authorities***

- To approve requests for professional development.
- To recommend changes to subjects in the curriculum.
- To approve timetable structure and layout.

### ***Communication***

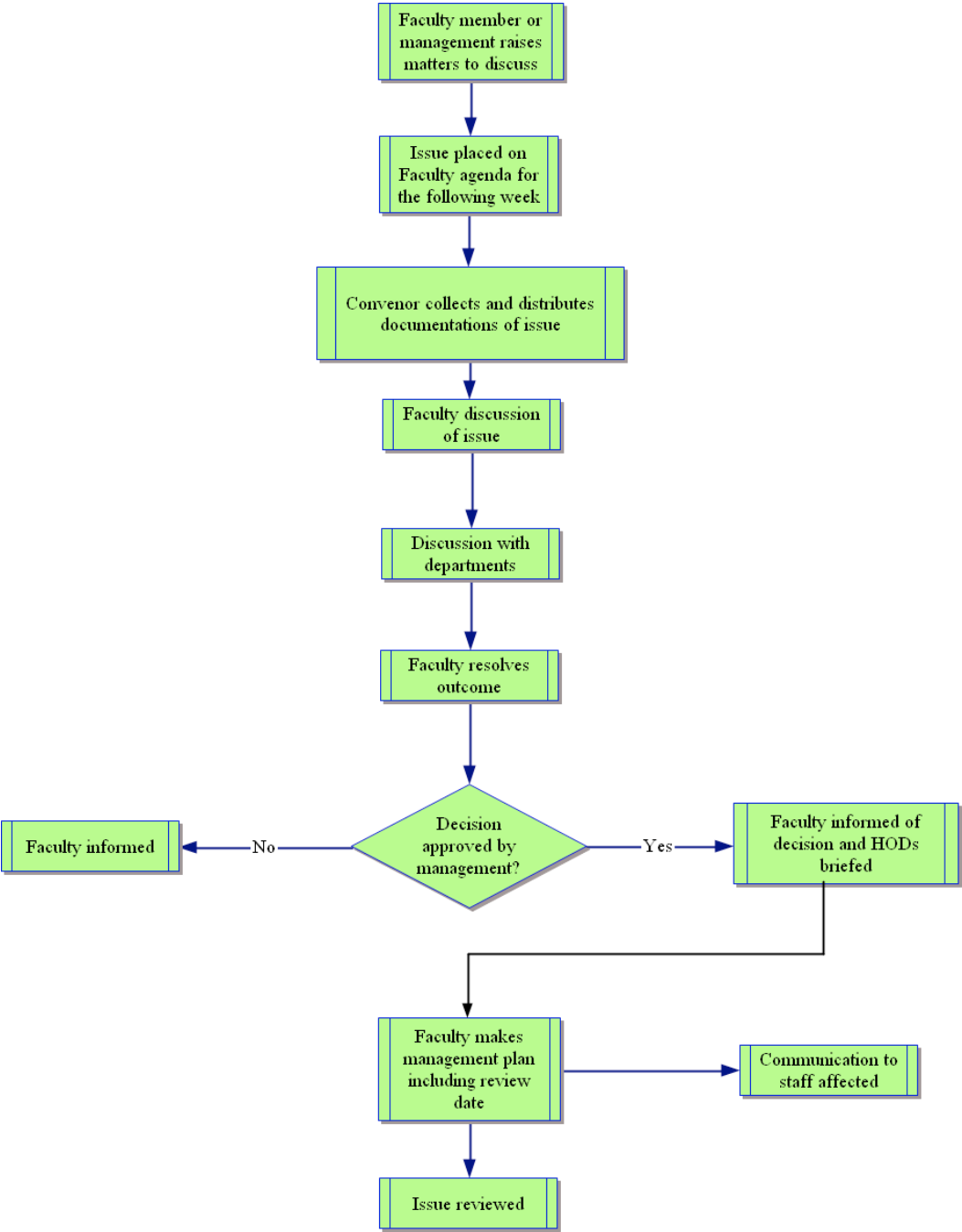
- Faculty minutes to be relatively brief, recording outcomes only and not general discussion.
- Faculty noticeboard to be actioned in the staffroom with agenda and minutes.
- Record of minutes to be kept by convenor.
- Faculty will go into committee on occasion.

### ***Meetings***

- Faculty meetings to occur weekly and be held at least once per fortnight with provision for special meetings if needed.
- Quorum to be five people, but all members are expected to be present.
- Meetings with learning areas to occur in meeting cycle or as convenient.



2.7.3 Faculty Decision Making



## 2.8 Quality System

### *Requirements*

The Quality System in the school must be documented to ensure the expectations and procedures are known and understood.

Procedures must be written and presented in a manner that makes them usable. A documentation approach that stresses presentation clarity, appropriate illustrations, diagrams and simple word usage aids user friendliness.

A consistent training process coupled with a monitoring process ensures a successful implementation programme.

Careful choice of documentation, its structure and organisation also aids user friendliness.

The school documentation should reflect quality in that the *Quality Assurance Manual* acts as an induction manual, training guide and reference document.

Reference is also made to the Mount Albert Grammar School *Report Manual* and *Staff Manual*. Both these documents contain important systems and procedures that must be followed. Both documents are issued to all teaching staff and the *Staff Manual* is issued to all support staff..

### *Quality System Structure*

The following document types illustrate the basic structure with the school Quality System.

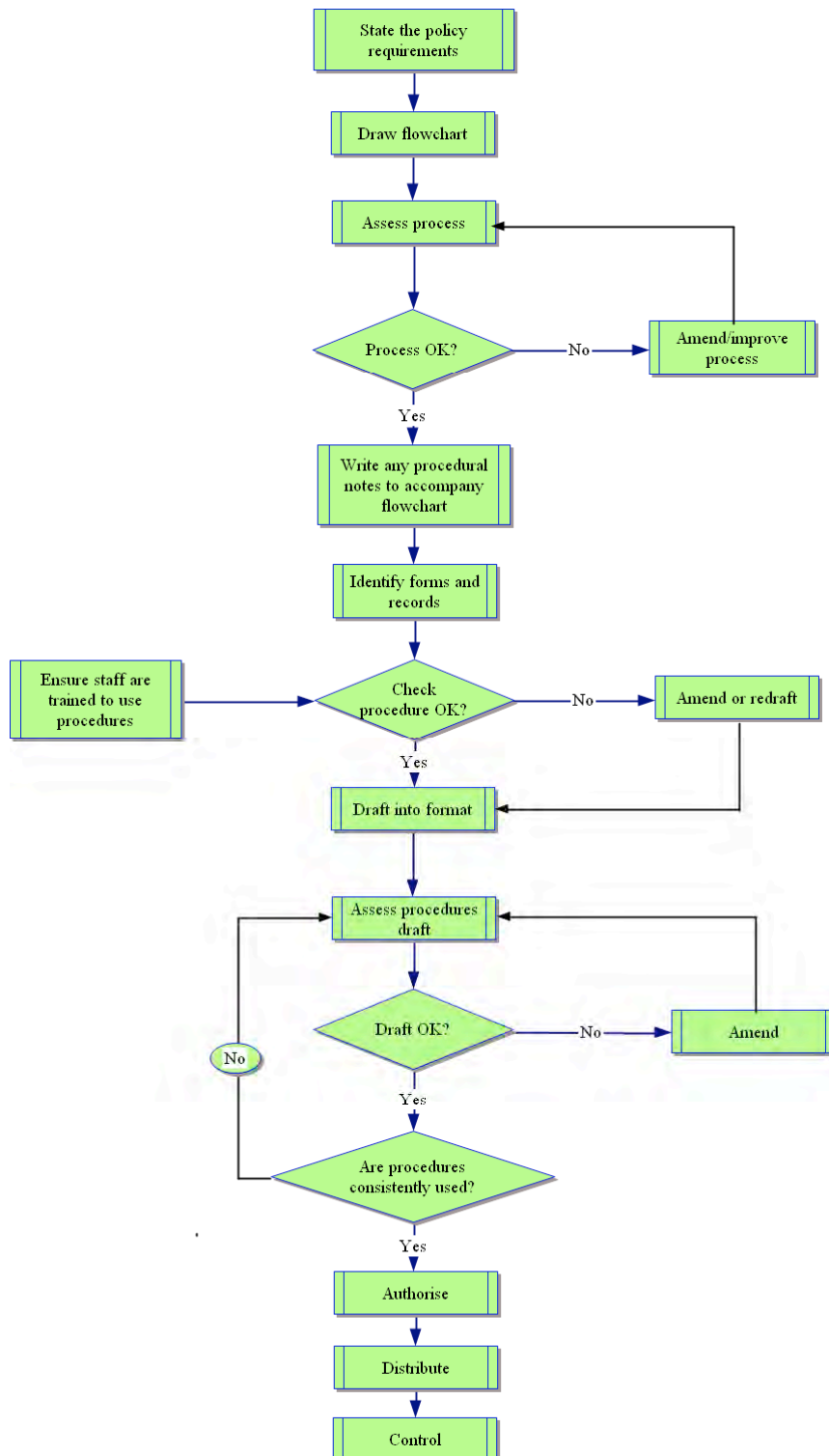
Documentation types are:

- Quality Manual
- Quality Policies
- Quality plans – a description of the processes using flowcharts along with planned checks
- Quality curriculum manuals/schemes
- Quality accountability statements (subject and individual)
- Quality records

The Quality Assurance Procedure follows in the form of a flowchart and its associated guidelines.

## 2.8.1 Quality Assurance Procedure

Requirements relate to Policy 1.3



## **2.8.2 Guideline for Drafting Procedures**

### **1. Procedure**

This section describes the way a procedure should be written and approved.

### **2. Layout**

The layout of each procedure should be similar and contain only two sections: requirements, which are based on the policy, followed by the procedure itself.

### **3. Title**

Each procedure should have a title, which is entered under the heading SUBJECT at the top of each page.

### **4. Identification**

Procedures should be identified by a unique reference number.

### **5. Flowcharting**

It is recommended that the process to be described in the procedure is flow-charted so that an objective understanding can be achieved and, where appropriate, improvements made. A flowchart is an excellent method of describing how a process works and is useful for training purposes. The flowchart may be used on its own as a procedure or may be accompanied by text if required.

### **6. Draft**

A draft procedure should then be prepared. Input at this stage by the users should be considered.

The draft procedure should be printed on to forms identifying it as a draft and circulated to as many staff as possible to allow for a thorough evaluation before approval is recommended and the procedure is issued.

Where there are other documents that are described as part of the procedure or referenced from the procedure, completed examples should be attached or a reference made to where the examples can be obtained. Any forms used in conjunction with the procedure are referenced and completed examples are attached.

### **7. Authorisation/Approval**

Authorisation of school procedures will depend on the type of procedure and which aspect it relates to. The level of authorisation will also depend on the use of the procedure.

### **8. Distribution**

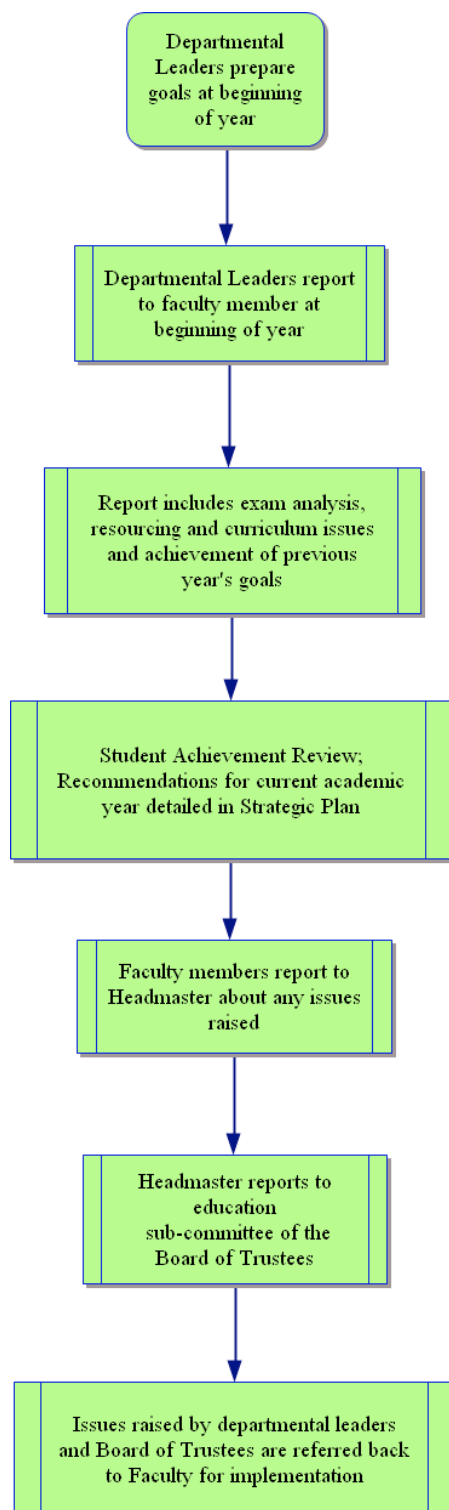
A list is to be maintained, which states the procedure identification and the name of the department or the position of the person to whom procedures are distributed. This list should be kept with information such as review dates and who is responsible for review and authorisation.

### **9. Control**

The position of the person responsible for control of the procedure should be stated in the procedure.

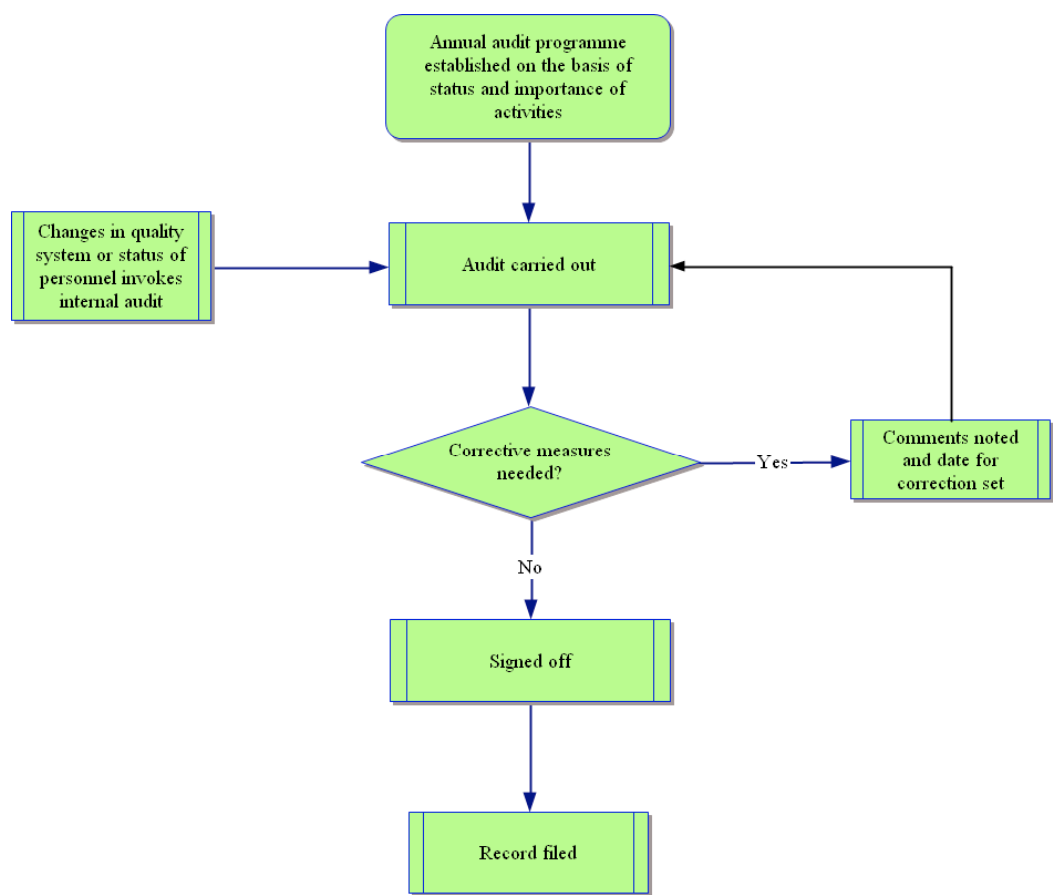
## 2.9 Departmental Review

Requirements relate to Policy 1.5



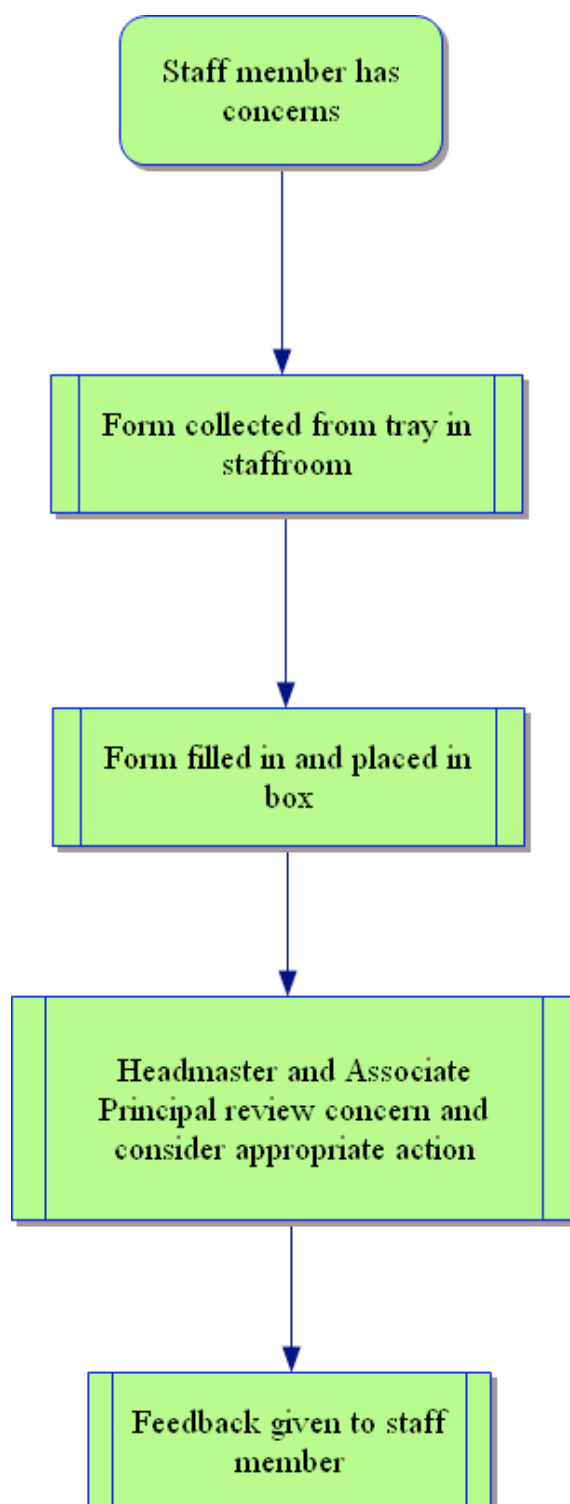
2.10 Internal Audit Procedure

Requirements relate to Policy 1.8



## 2.11 Staff Concerns

Requirements relate to Policy 1.2

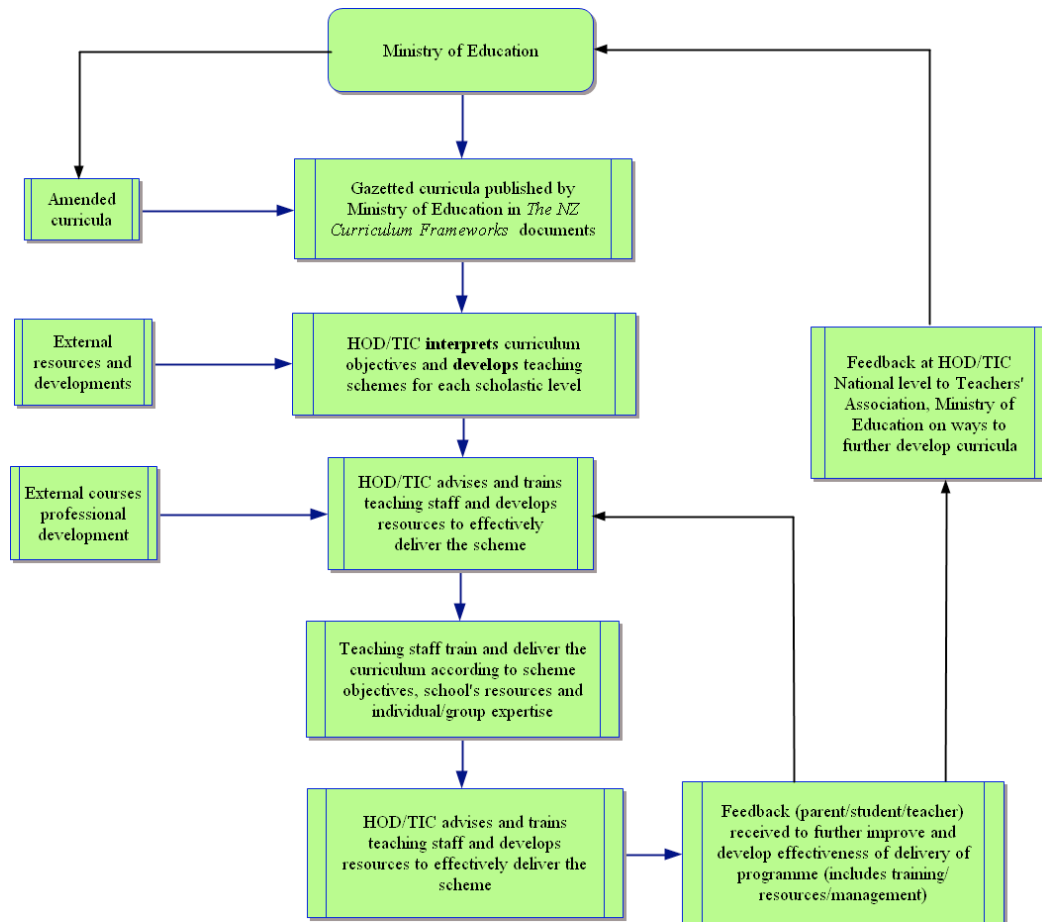


## **3 Curriculum**



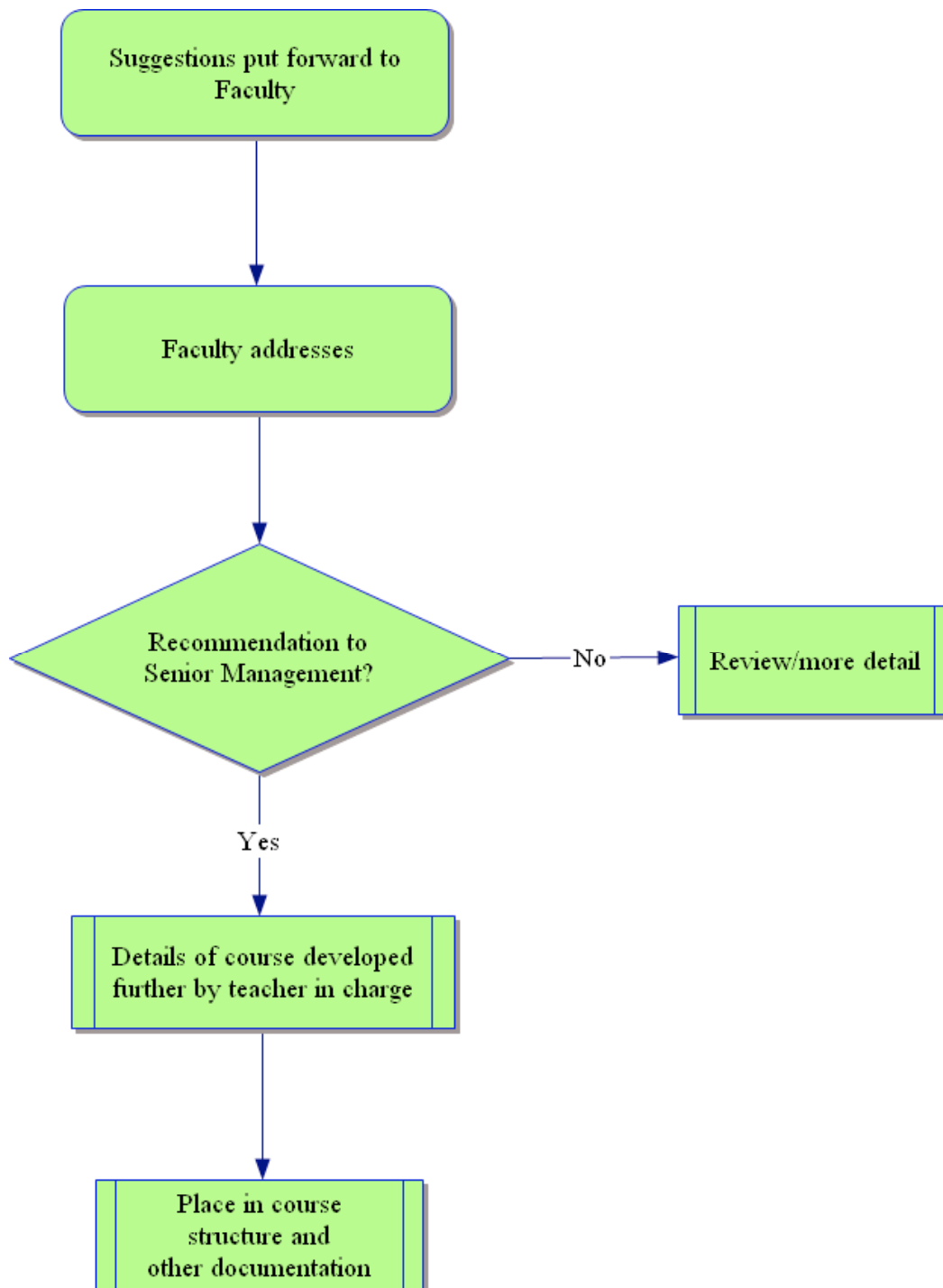
### 3.1 Curriculum Implementation

Requirements relate to Policy 2.1



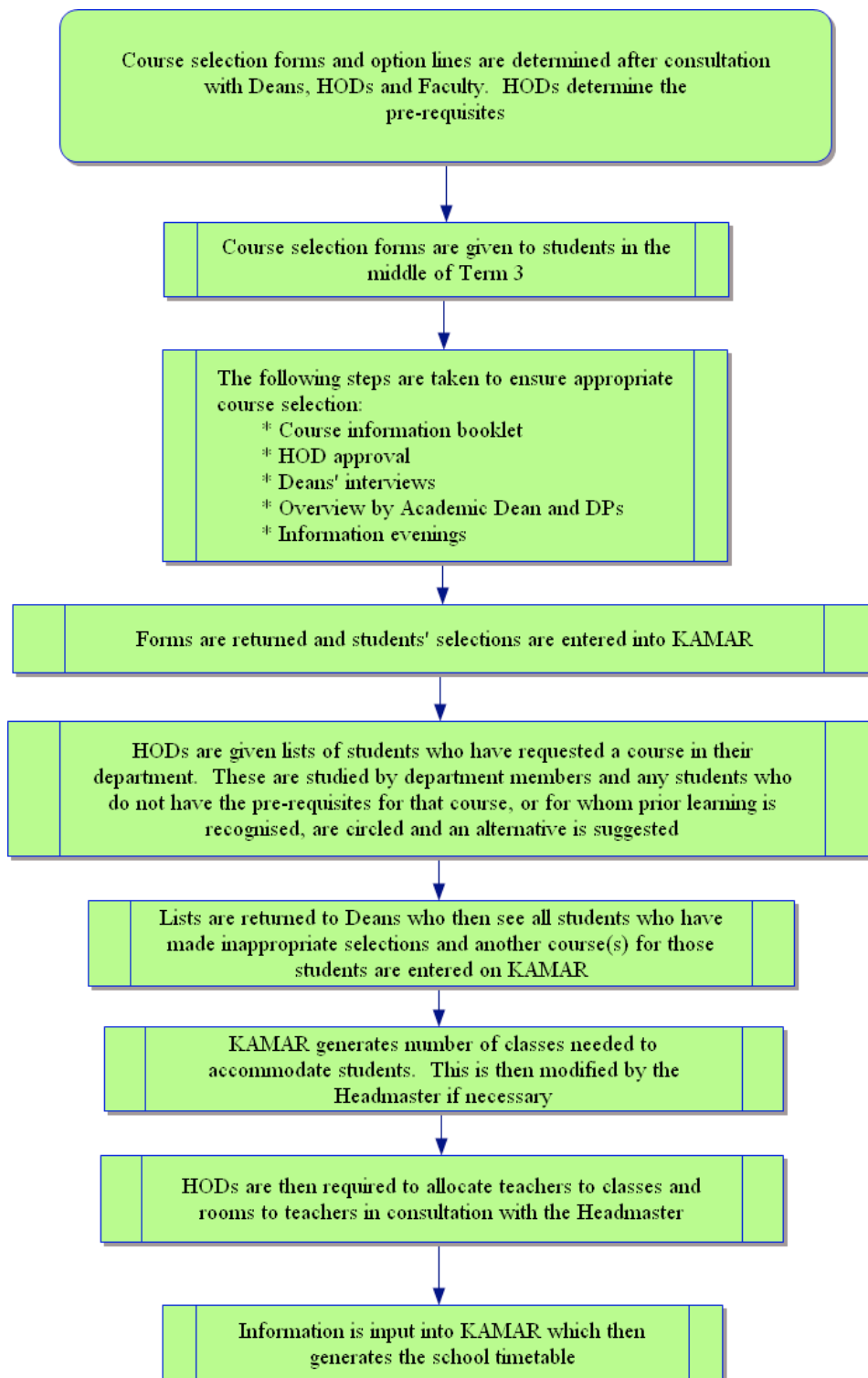
## 3.2 Curriculum Change

Requirements relate to Policy 2.1



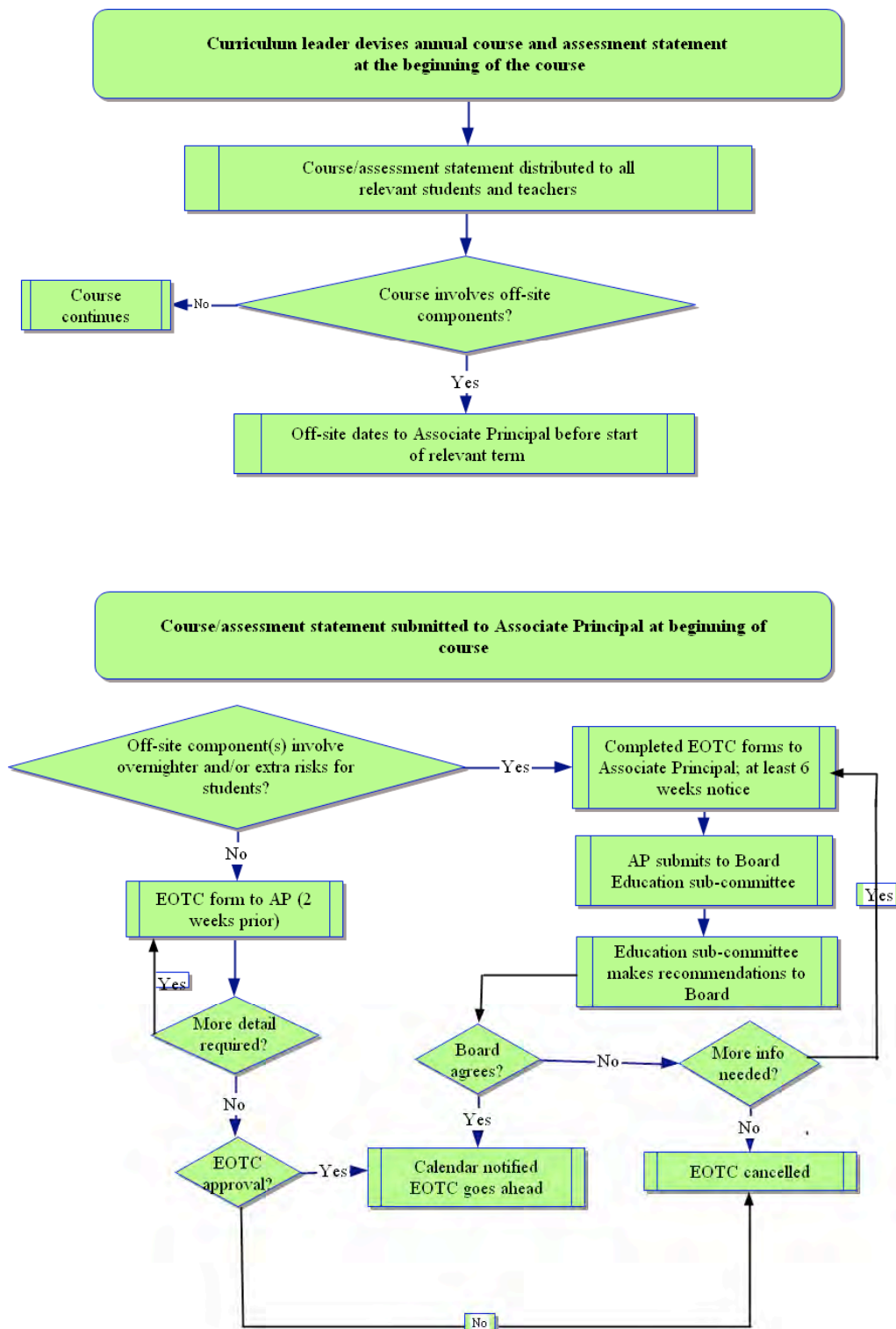
### 3.3 Course Selection Procedure

Requirements relate to Policy 2.1



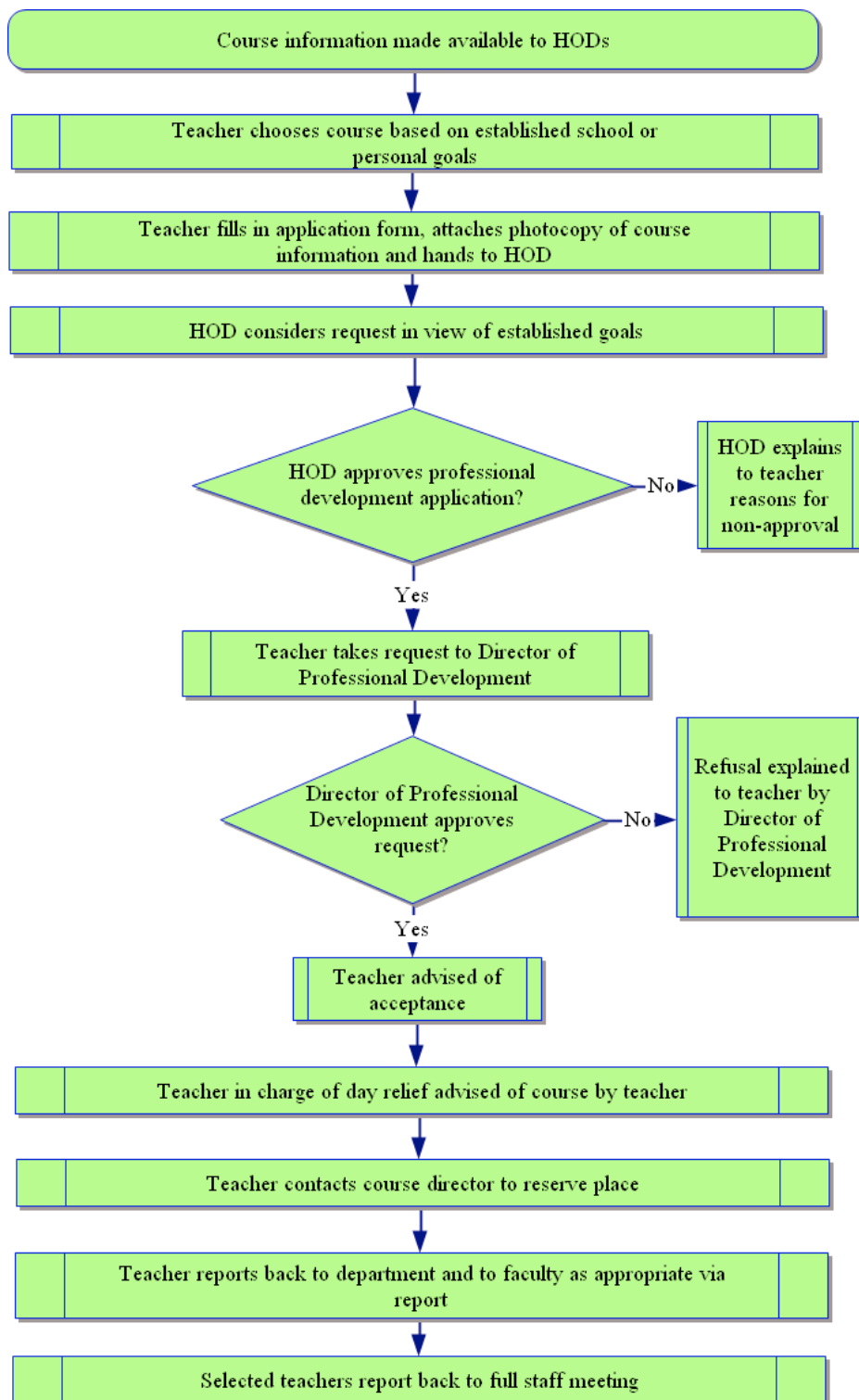
### 3.4 Education Outside the Classroom

Requirements relate to Policy 2.8



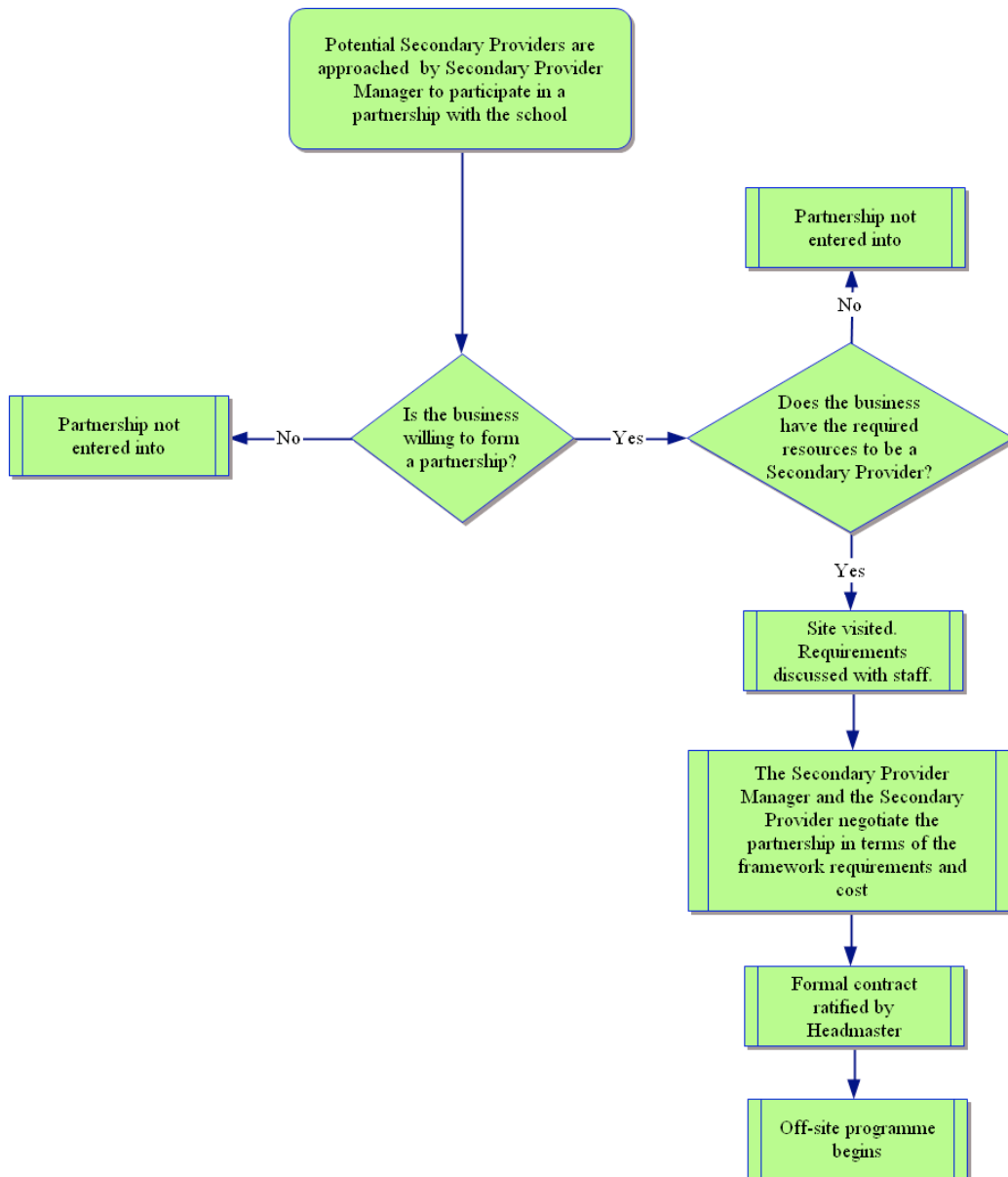
### 3.5 Professional Development Course Applications

Requirements relate to Policy 1.5, Charter, Individual Accountability Statements



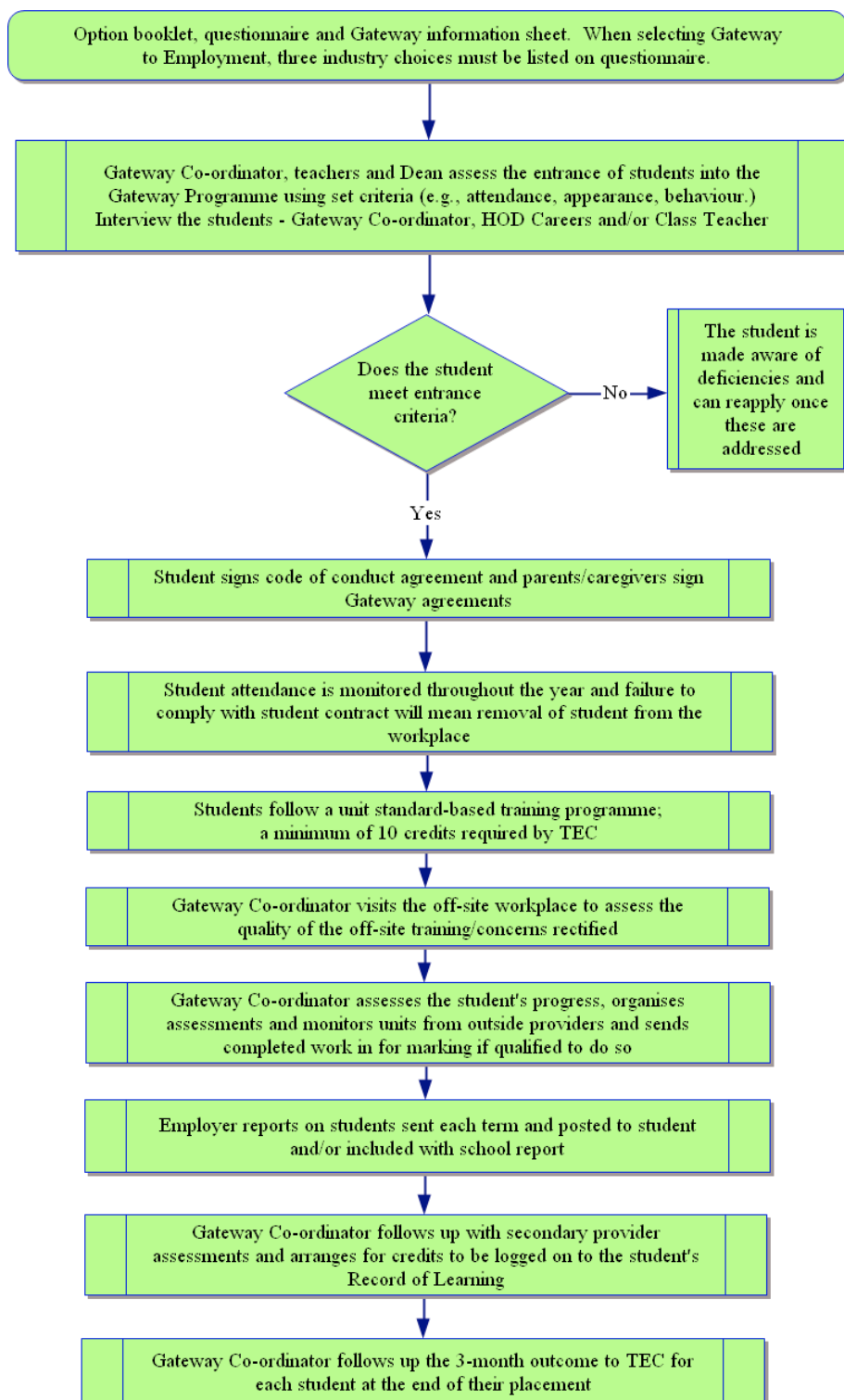
### 3.6 Secondary Provider Selection System

Requirements relate to Policy 2.10



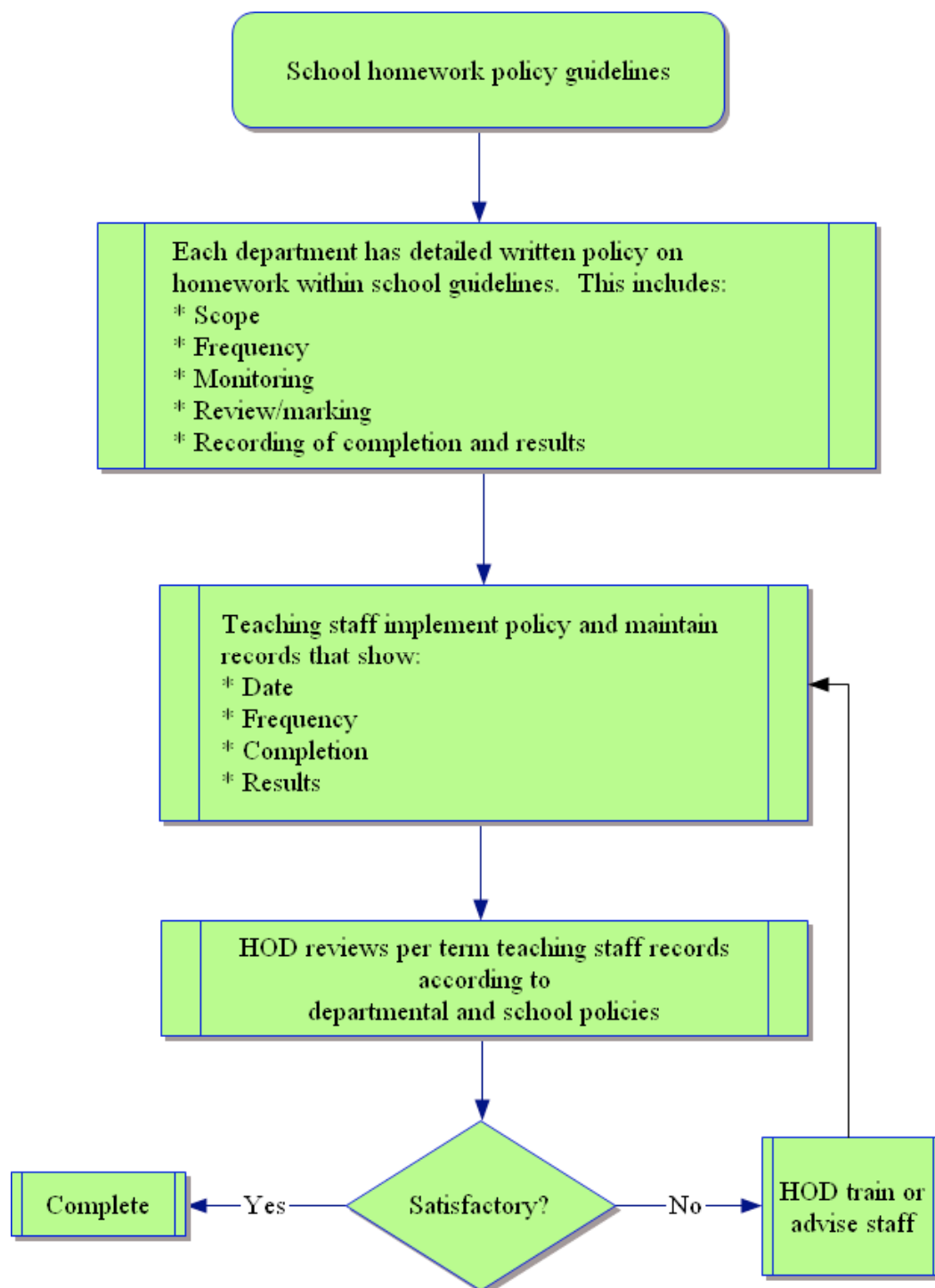
### 3.7 Off-Site Work-Based

Requirements relate to Policy 2.10



### 3.8 Homework

Requirements relate to Policy 2.15





## **4 Staffing**

## 4.1 Assistant Teacher Job Description

### Responsible to Head of Department

A secondary school teacher instructs students in one or more subject areas of specialisation such as Accounting etc. Routinely the teacher prepares lesson plans, assigns lessons and evaluates students' progress by administering tests and reviewing assignments. A secondary teacher also reports students' progress to parents and participates socially in school activities.

Responsibilities	Expected Outcomes	Measured by
The preparation, performance and follow-up portions of classroom teaching	<ul style="list-style-type: none"> <li>Use a variety of appropriate methods that teach and develop the skills contained in the Curriculum and Scheme</li> <li>Monitor student book and folder work and homework completion regularly</li> <li>Ensure that the presentation and completion of work is of a suitable standard to the level of the students</li> </ul>	<p>Students' work reflects a variety of these methods</p> <p>Evidence that work is being regularly checked</p>
Teaching the Curriculum (prescribed or approved)	<ul style="list-style-type: none"> <li>To teach the Curriculum as defined by the Scheme</li> <li>To use a variety of language strategies in the classroom to enhance student learning</li> </ul>	<p>Teaching critiques carried out by senior staff member</p> <p>Student evaluations</p>
Providing an effective classroom environment	<ul style="list-style-type: none"> <li>Treat students fairly and in a manner that maintains their dignity</li> <li>Ensure that each student has equitable access to the teacher</li> <li>Maintain safety in the classroom relevant to the subject area</li> </ul>	<p>Class observations by senior staff member</p> <p>Student evaluations</p> <p>Risk analysis - OSH</p>
Maintaining order and discipline according to departmental and school guidelines	<ul style="list-style-type: none"> <li>Ensure the behaviour of students does not impinge on other students' opportunities to learn</li> <li>Provide methods of behaviour modification that area appropriate and fair</li> <li>Refer any students of concern to the appropriate person according to school procedures</li> <li>Reward good behaviour in accordance with school guidelines</li> </ul>	<p>Class observations by senior staff member</p> <p>Accountability report</p> <p>Student evaluations</p> <p>Staff appraisal</p>
Reporting students' progress, attendance and behaviour	<ul style="list-style-type: none"> <li>To prepare student reports, following school procedures, as and when required</li> <li>To be aware of the Privacy Act with respect to students</li> <li>To attend parent/teacher interviews as required</li> <li>To carry out all necessary administration regarding subject and form classes as directed by Deans and the Executive</li> </ul>	<p>Completion of all required tasks</p> <p>Student evaluations</p> <p>Accountability report</p> <p>Staff appraisal</p>
Administering and marking assessments of student performance	<ul style="list-style-type: none"> <li>Follow school policies and procedures</li> <li>Give students the opportunity to peruse timely marked assessments and to query their assessed marks if necessary</li> </ul>	<p>Accountability report</p> <p>Student evaluations</p> <p>Staff appraisal</p>
Ongoing professional development	<ul style="list-style-type: none"> <li>Ensure up to date professional competence</li> <li>Attend at least one professional development course every two years</li> </ul>	<p>Accountability report</p> <p>Staff appraisal</p>
Meeting professional requirements	<ul style="list-style-type: none"> <li>Attend all required staff meetings</li> <li>Be active in school's extracurricular activities</li> <li>Ensure all communication to school community approved by HOD</li> <li>To perform allocated staff duties at designated times and areas</li> <li>Attend all assemblies</li> </ul>	<p>Attendance register of meetings</p> <p>Staff appraisal</p>

## 4.2 Head of Department Job Description

### Responsible to Headmaster

A Head of Department leads by setting a high professional standard. A Head of Department seeks to inspire and enthuse staff and to run a co-operative, supportive, vital, progressive department. The strengths of individuals are recognised and utilised so that all members contribute to the department's development.

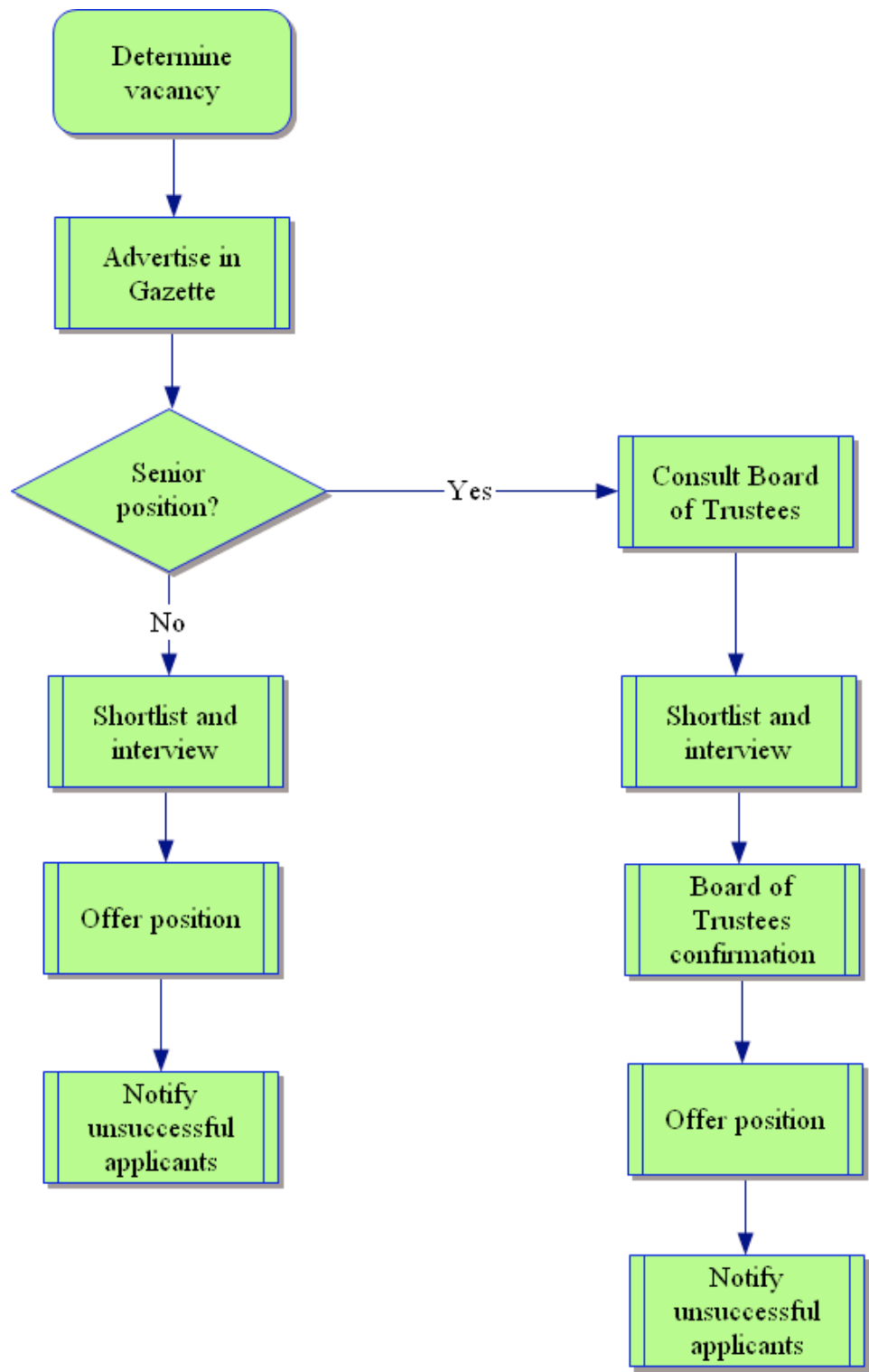
Responsibility	Authority	Expected Outcome	Measured by
<b>Curriculum Management:</b> <ul style="list-style-type: none"> <li>to provide current and operable schemes of work (<i>QA Section 3.1</i>)</li> <li>to run regular department meetings</li> <li>to communicate relevant information to the community and other appropriate agencies</li> </ul>	<ul style="list-style-type: none"> <li>to sign outgoing departmental letters after approval from SMT</li> </ul>	<ul style="list-style-type: none"> <li>that each staff member is issued with a current scheme at the beginning of the year</li> <li>that the schemes are being implemented</li> <li>that staff are informed and operating effectively as a department</li> <li>that all outgoing letters have SMT approval and HOD signature</li> </ul>	<ul style="list-style-type: none"> <li>issuing of schemes to each staff member</li> <li>written record of checks of student workbooks</li> <li>minutes are recorded</li> <li>copies of letters</li> </ul>
<b>Resource Management:</b> <ul style="list-style-type: none"> <li>to manage the budget allocation (<i>QA Section 9.1 and 9.2</i>)</li> <li>to co-ordinate departmental resources</li> <li>to oversee use and maintenance of resources</li> </ul>	<ul style="list-style-type: none"> <li>to submit departmental budget requests</li> <li>to authorise invoices</li> <li>to place orders using a school order number and, where possible, a preferred supplier</li> <li>to authorise purchases of individual items not exceeding \$500</li> </ul>	<ul style="list-style-type: none"> <li>that accurate records of spending are kept</li> <li>that the budget allocation is maximised in terms of appropriate and up to date resources</li> <li>that systems are in place to ensure teachers have access to the resources necessary to fulfil their responsibilities</li> <li>that staff follow OSH requirements for that department</li> </ul>	<ul style="list-style-type: none"> <li>budget records</li> <li>spending is within budget</li> <li>teacher feedback</li> <li>maintenance record where applicable</li> <li>report from OSH officer</li> </ul>

## 4.2 Head of Department Job Description (continued)

Responsibility	Authority	Expected Outcome	Measured by
<b>Middle Management:</b> <ul style="list-style-type: none"> <li>to attend HOD meetings</li> <li>to complete all appropriate departmental returns</li> <li>to appraise staff members in accordance with school procedures</li> </ul>	<ul style="list-style-type: none"> <li>to delegate the responsibility to another staff member</li> </ul>	<ul style="list-style-type: none"> <li>that the department is represented at HOD meetings</li> <li>that the department keeps up to date with administrative decisions</li> <li>that all required departmental information is passed to the appropriate person</li> <li>that the school's procedure of appraisal is followed</li> </ul>	<ul style="list-style-type: none"> <li>attendance at meetings</li> <li>feedback from Senior Management</li> <li>records of appraisal meetings and accountability statements</li> </ul>
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>to encourage professional development of staff, including HOD (<i>QA Section 3.5</i>)</li> <li>to evaluate the appropriateness and effectiveness of professional development according to individual and school goals</li> </ul>	<ul style="list-style-type: none"> <li>to sign all professional development requests before they are passed on to executive</li> </ul>	<ul style="list-style-type: none"> <li>that all staff attend at least one professional development course every two years</li> </ul>	<ul style="list-style-type: none"> <li>record of professional development completed by staff</li> <li>copies of professional development requests</li> </ul>
<b>Student Performance:</b> <ul style="list-style-type: none"> <li>to set appropriate procedures for homework, student referral, assessment, moderation and authenticity of work (<i>QA Sections 3.8, 8.2, 8.2.2, 8.2.3</i>)</li> <li>to ensure students are assessed regularly and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>to handle discipline matters in the first instance</li> </ul>	<ul style="list-style-type: none"> <li>that staff are aware of, and follow, departmental procedures</li> <li>that all assessments are planned, recorded and have HOD approval and meet contemporary standards in the subject area</li> </ul>	<ul style="list-style-type: none"> <li>records of homework checks and student referrals</li> <li>audits</li> <li>back-up of student marks for external qualifications</li> </ul>

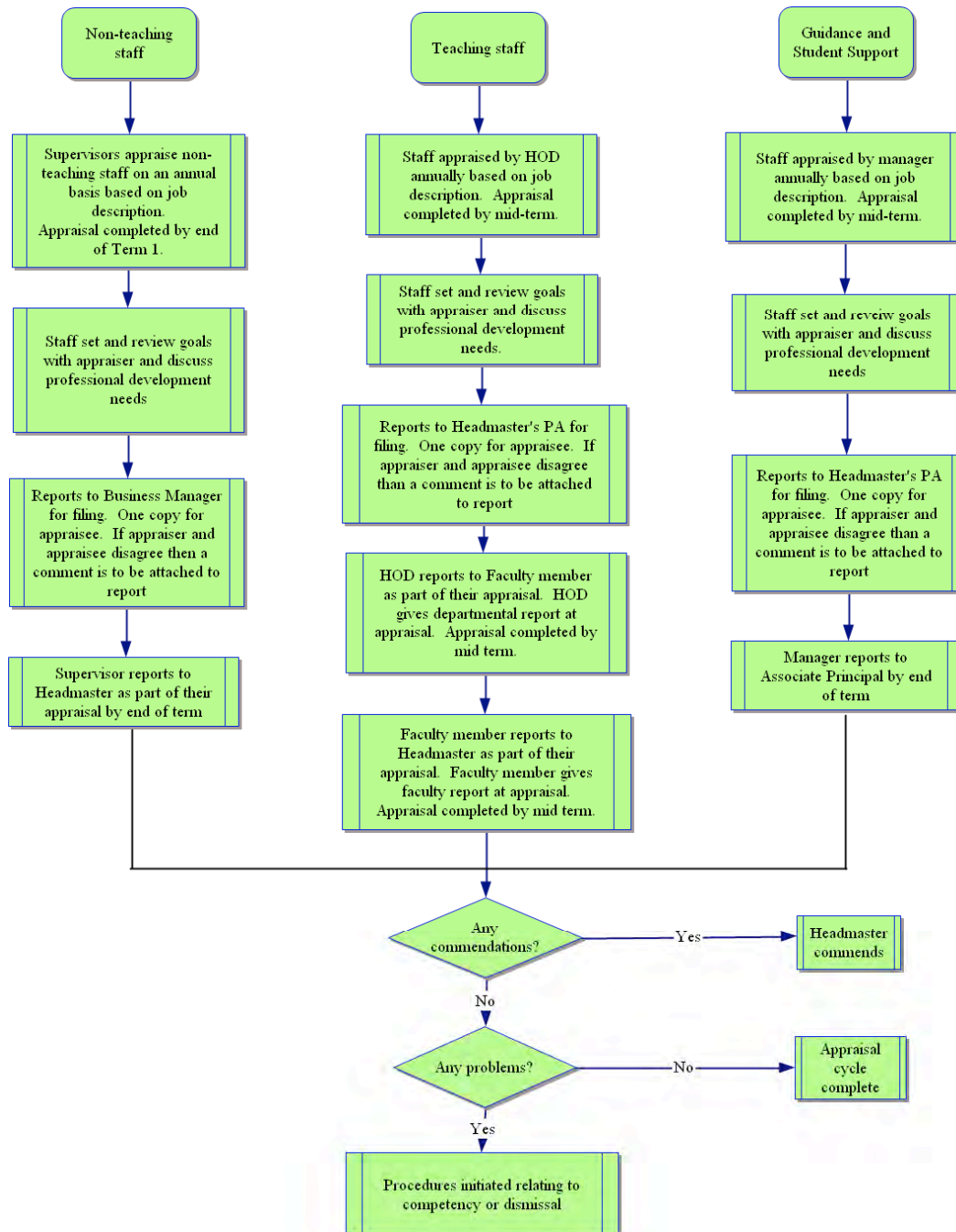
4.3 Staffing Appointments Procedure

Requirements relate to Policy 3.1



## 4.4 Staff Performance Management

Requirements relate to Policy 1.4



## 4.5 Teachers on Duty

In a sense, teachers are on duty at all times. In travelling to and from school, teachers should note the name of any student they see misbehaving or incorrectly dressed and deal with the matter at school. In their movement around the school, all teachers should act when they see something that requires attention. No one teacher can supervise the school, but the task is lightened if every teacher helps and does their particular task. Every day a duty leader will be responsible for the teachers being on duty that day.

### Responsibilities of Duty Teachers

#### 1. Before School

- **Main Gate**  
Duty begins at 8.15 and includes the supervision of the arrival of buses and general arrival of students. Uniform check. Teaching begins at 8.35.
- **Buses**  
Duty begins at 8.15 and includes policing the use of pedestrian crossing and monitoring the arrival of buses.

#### 2. Interval and Lunchtime

*(Lunchtime duty divided into two halves of 20 minutes)*

- **Front of School**  
Monitor students exiting the school grounds. Check to see if students have exeats or lunch passes. If not, then they are not allowed to leave the school grounds. Ensure that students are not in cars and that people from outside the school are not entering the school grounds. Teachers must be present in the first few minutes of lunchtime or interval.
- **Main Quadrangle**  
Monitor the behaviour of students in the quadrangle. Circulate around the area including “blind spots” such as L Block, C Block, toilet block, Science block tunnel. Hand ball games only.
- **E Block**  
Patrol block to keep students out.
- **Tuckshop**  
Be on duty promptly at the beginning of interval and lunchtime. Promptness is very important here. Supervise student traffic and behaviour in queues. Insist that, once students have purchased their food, they are to move away from the area. Customers only in this area.

- **Library and ICT**

As directed by the Director of Library and Information Services.

- **Fields**

Circulate around the fields including the slopes by the main fields, the area by the Horticulture block and the path to Haverstock Road. Students are not permitted in these areas nor are they allowed to be near the creek or the pipe crossing the creek.

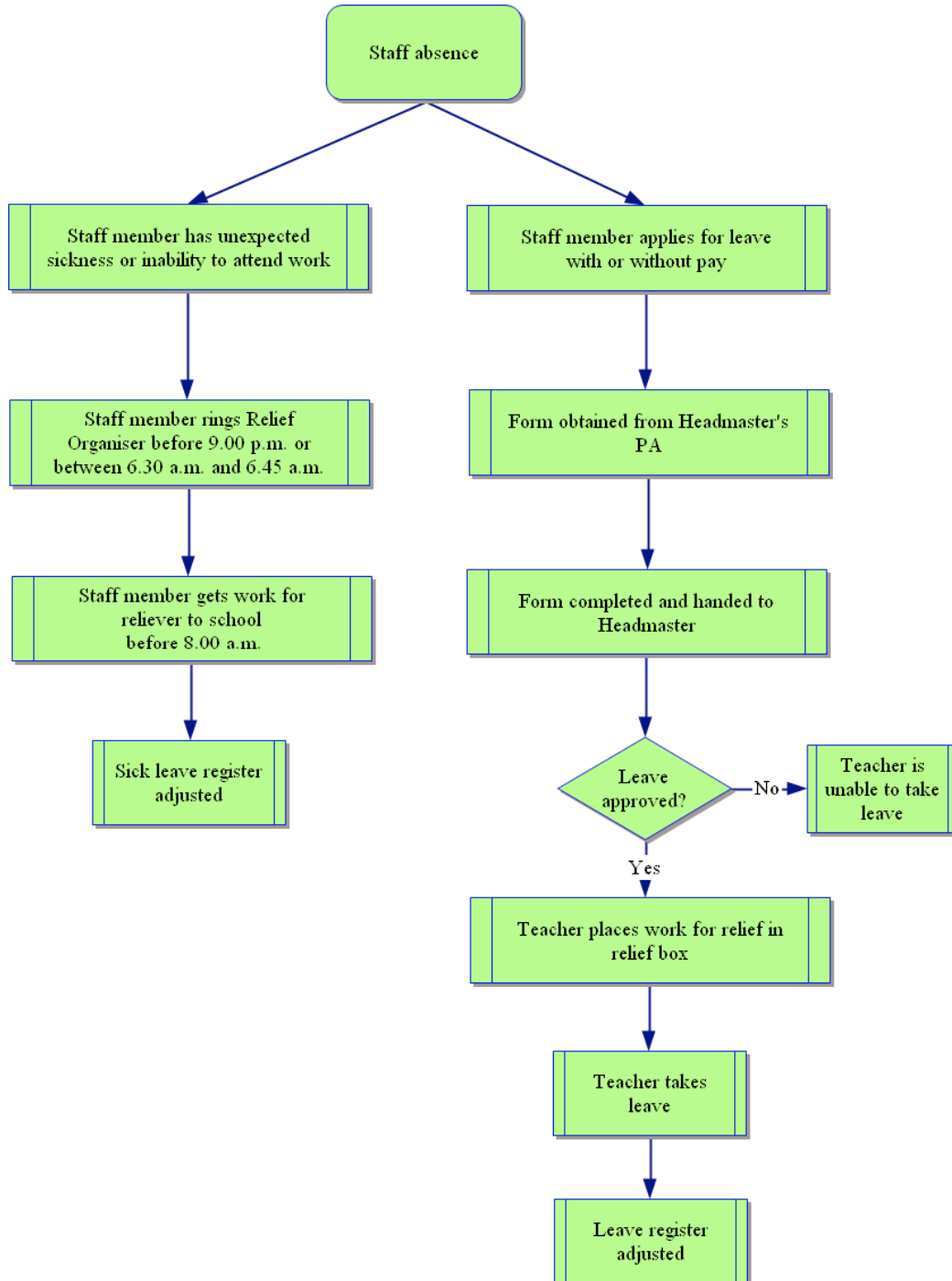
#### 3. After School

*(3.05p.m. to 3.25 p.m.)*

- **Front Gate**  
Check uniform and student behaviour. Students are to leave via one of the main entrances rather than going over the front wall. Teachers must be present before 3.10 p.m. so must be free Period 6.
- **Pool Gate**  
Check uniform and student behaviour. Students are to leave via one of the main entrances rather than going over the front wall. Teachers must be present in the first few minutes after the bell.
- **Buses**  
Police use of the pedestrian crossing and monitor the boarding of buses. Teachers must be present before 3.10 p.m. so must be free Period 6. Buses not to leave before 3.20 p.m. – report to the DP in charge of duty.
- **Fields**  
Monitor student behaviour leaving the school property. The only point of exit is at the bridge to Haverstock Road. Students are not permitted to use the neighbouring industrial estate as a thoroughfare or short cut.

## 4.6 Staff Absence

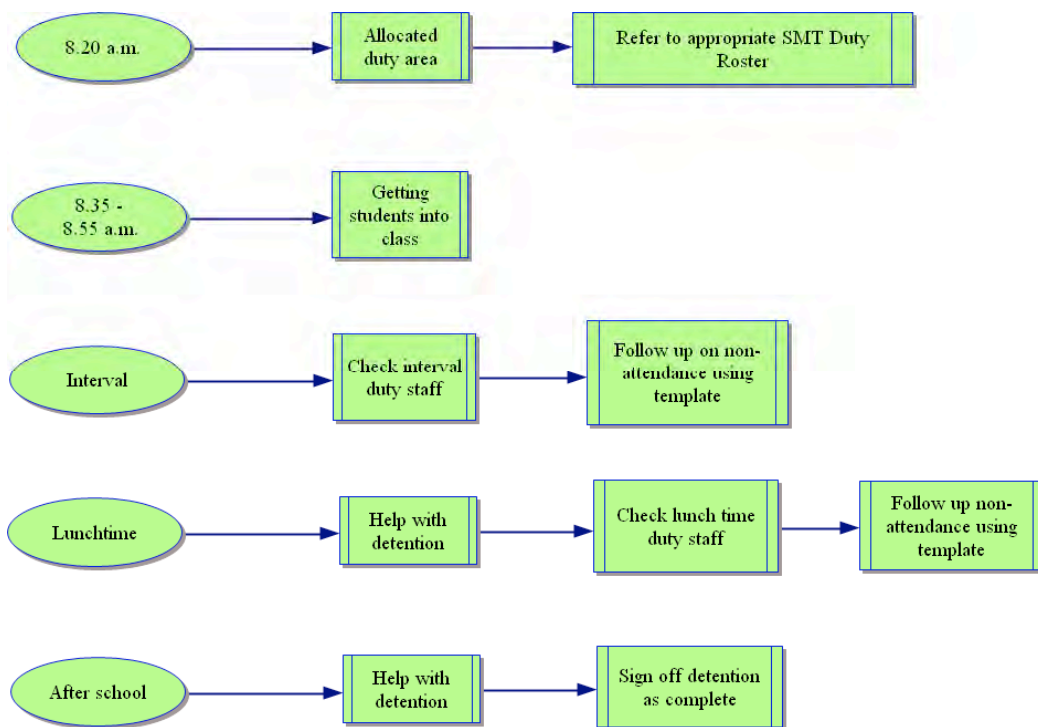
Requirements relate to Policy 3.4





## 4.7 Senior Management Duty Day Responsibilities

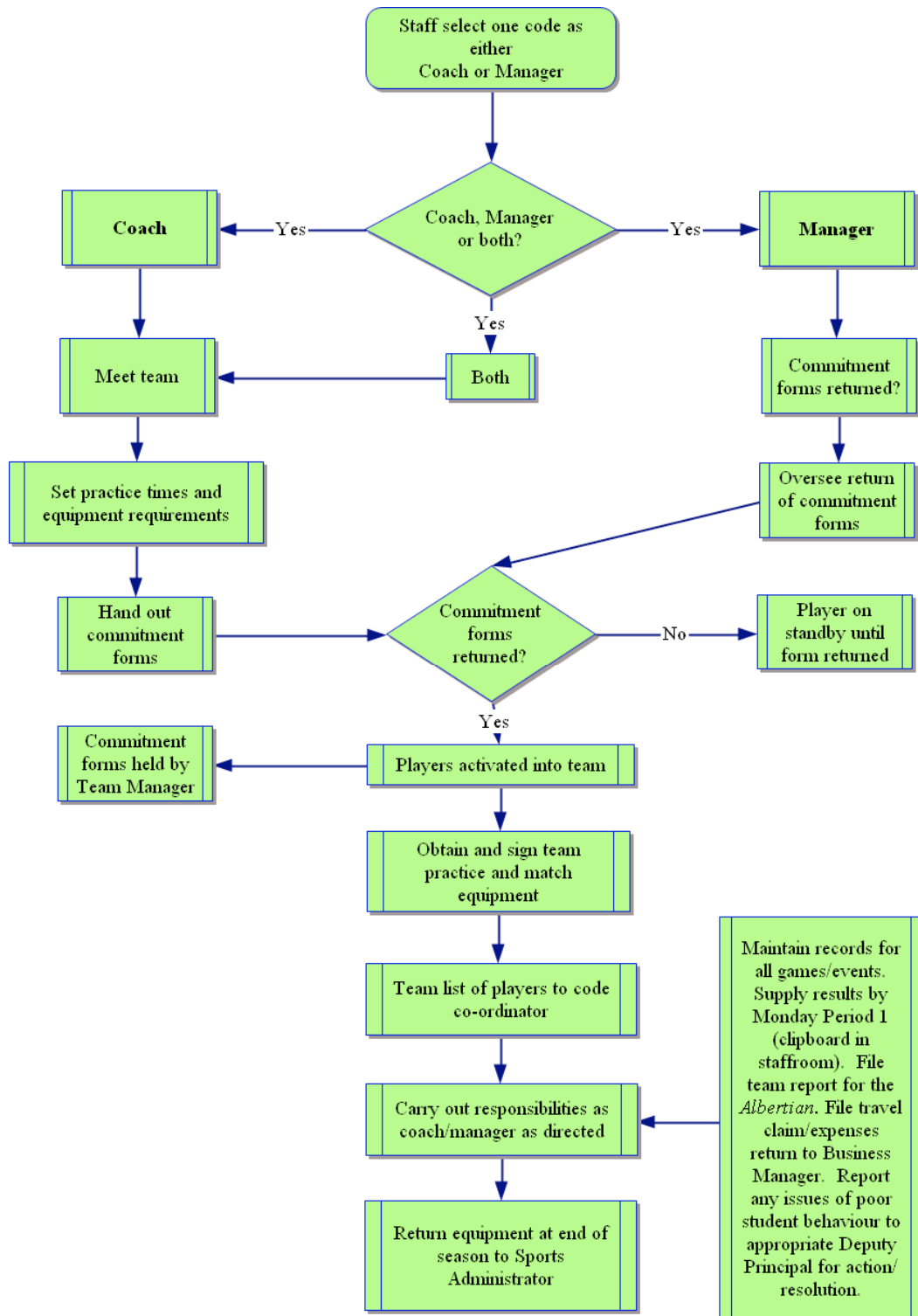
The Duty Deputy Principal has responsibility for the smooth running of the jobs listed below on their allocated day. The Associate Principal takes the overall responsibility.



## **5 Extra-Curricular**

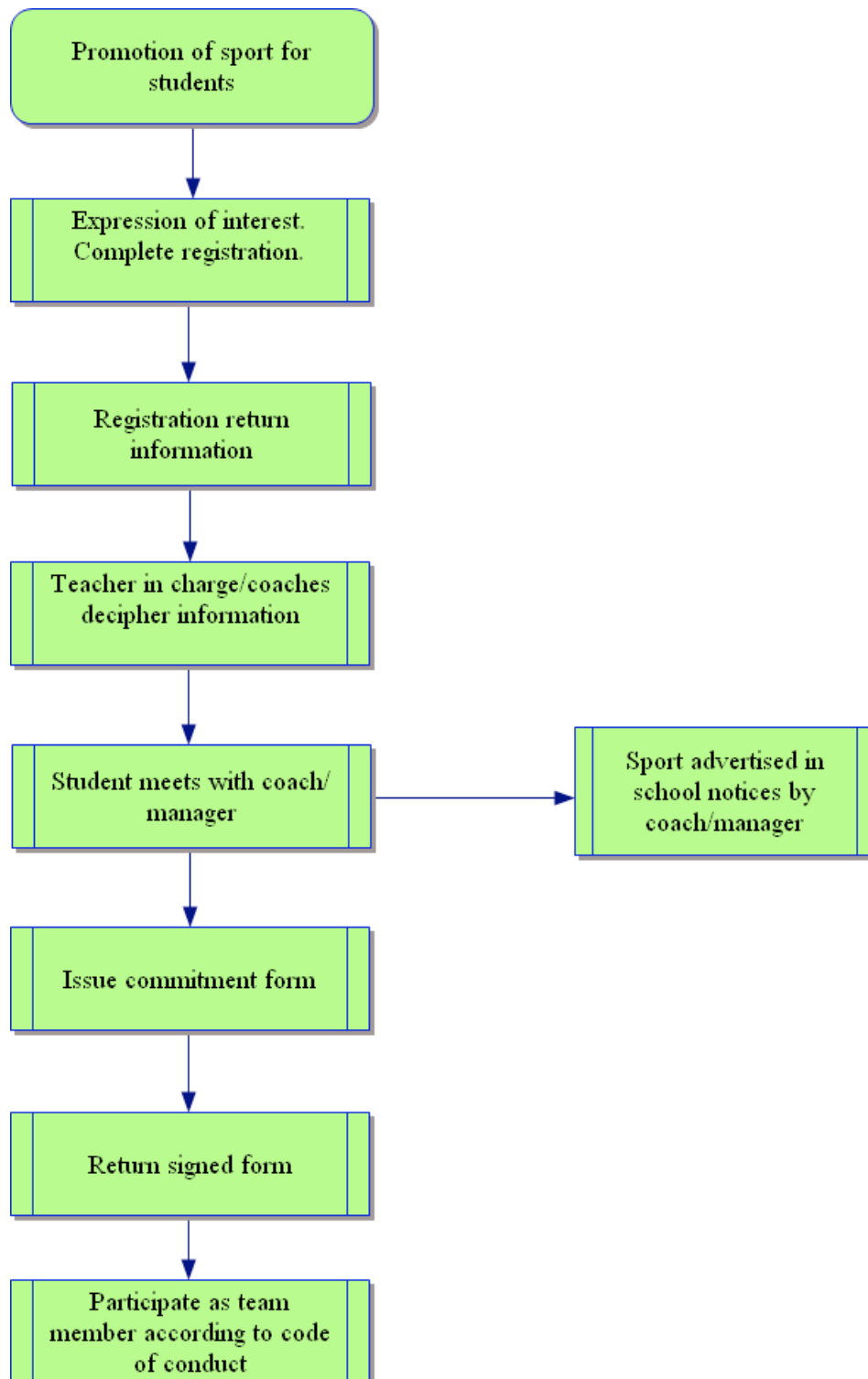
## 5.1 Staff Participation in Sports

Requirements related to Policy 4.2



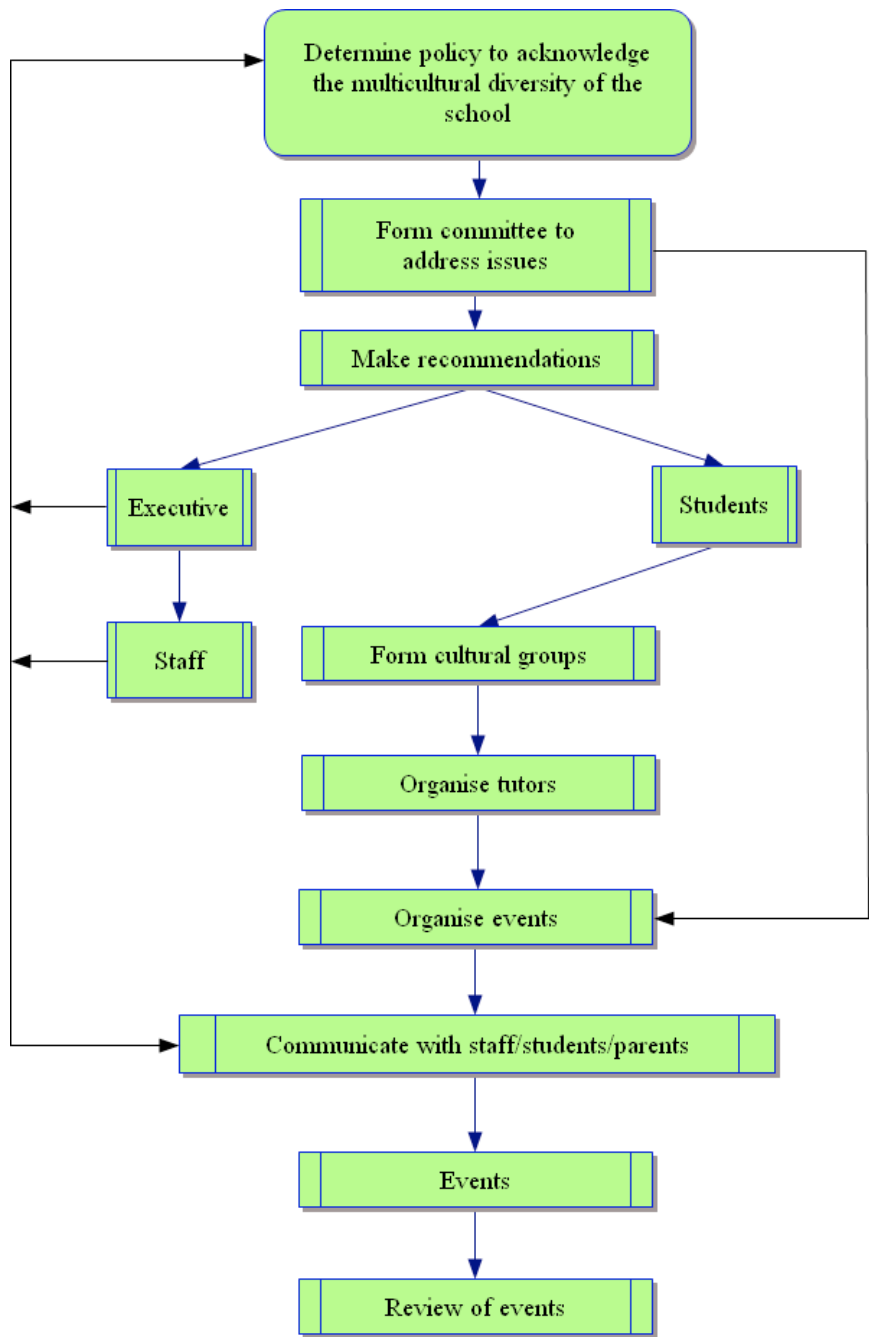
## 5.2 Student Participation in Sports

Requirements relate to Policy 4.2



5.3 Cultural

Requirements relate to Policy 4.3



## **6 Guidance**

## **6.1 Dean Job Description**

**Responsible to Associate Principal  
Deputy Principals  
Director of Guidance**

### **Rationale**

The Deans actively monitor and promote the academic progress and general wellbeing of the students in their form level.

### **Administration**

- To work with senior managers and form teachers in order to promote the school goals.
- To monitor form teacher performance and assist when appropriate.
- To liaise with students, parents, teachers and guidance staff when appropriate.
- To record relevant records of student and parental contact.
- To check school reports for accuracy and completion, then include appropriate Dean's comments.
- To work with the Deputy Principals to identify and promote short and long term goals for the students at their level.

### **Student Discipline**

- To support teachers in maintaining discipline.
- To act on instances of poor attendance, discipline, punctuality, uniform and other student management issues.
- To supervise detentions, community service and the withdrawal room when required.
- To discuss all serious discipline issues with the Deputy Principals.
- To prepare student discipline reports for the Board of Trustees when required.
- To actively promote and reinforce desirable behaviour.

### **Academic**

- To monitor academic performance of the students throughout the year.
- To liaise with students and staff over timetabling issues.
- To approve all courses for students at their year level.
- To assist with placement of all students in their form classes and options.

### **Attendance**

- To monitor student attendance and punctuality.
- To ensure parental contact after three days of unexplained absences.
- To alert the Deputy Principals to any students who are of concern.

### **Uniform**

- To support the staff in maintaining the correct wearing of the school uniform.
- To approach the Deputy Principals for equity funding when made aware of genuine difficulties.

### **Communication**

- To attend weekly guidance network meetings.
- To meet on a regular basis with their form teachers.

- To run form level assemblies on a regular basis.
- To have all non-standard correspondence approved by a Deputy Principal before leaving the school.

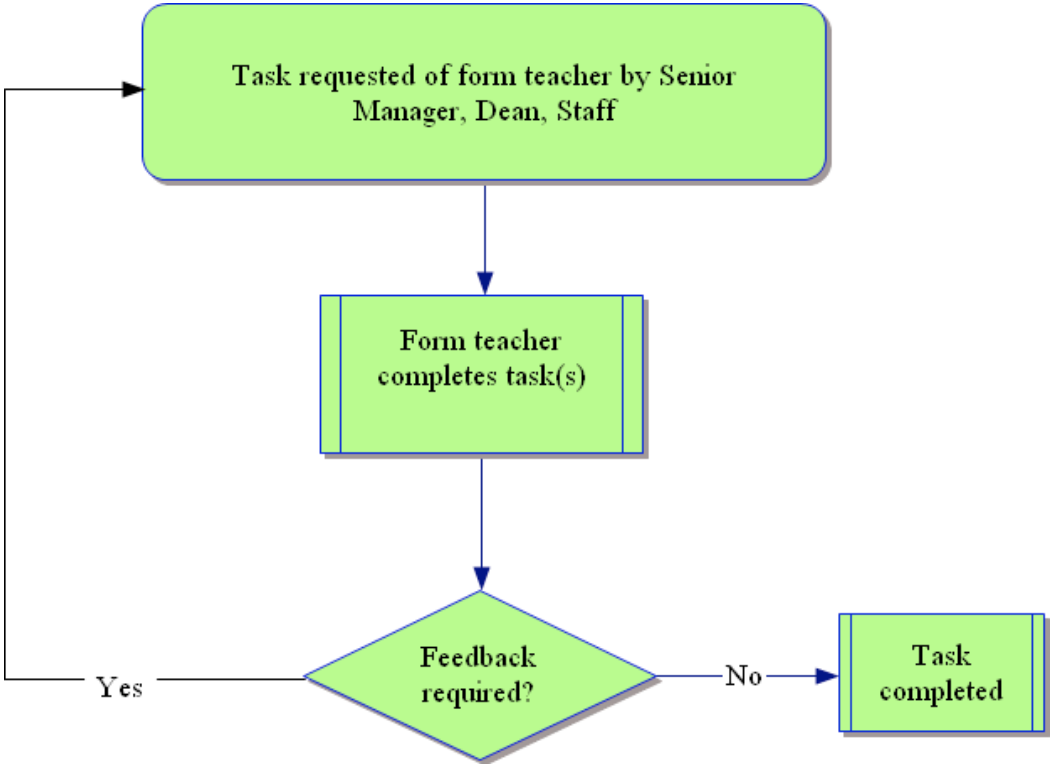
### **Pastoral Care**

- To take an active role in the personal welfare of each student in their level.
- To promote “The MAGS Way”.
- To ensure appropriate professional development needs are addressed.
- To support and guide form teachers in their pastoral care role.
- To refer students with counselling issues to the counselling staff.

Attached to this job description is a list of the specific tasks that you are expected to undertake throughout the school year. These will be reviewed regularly.

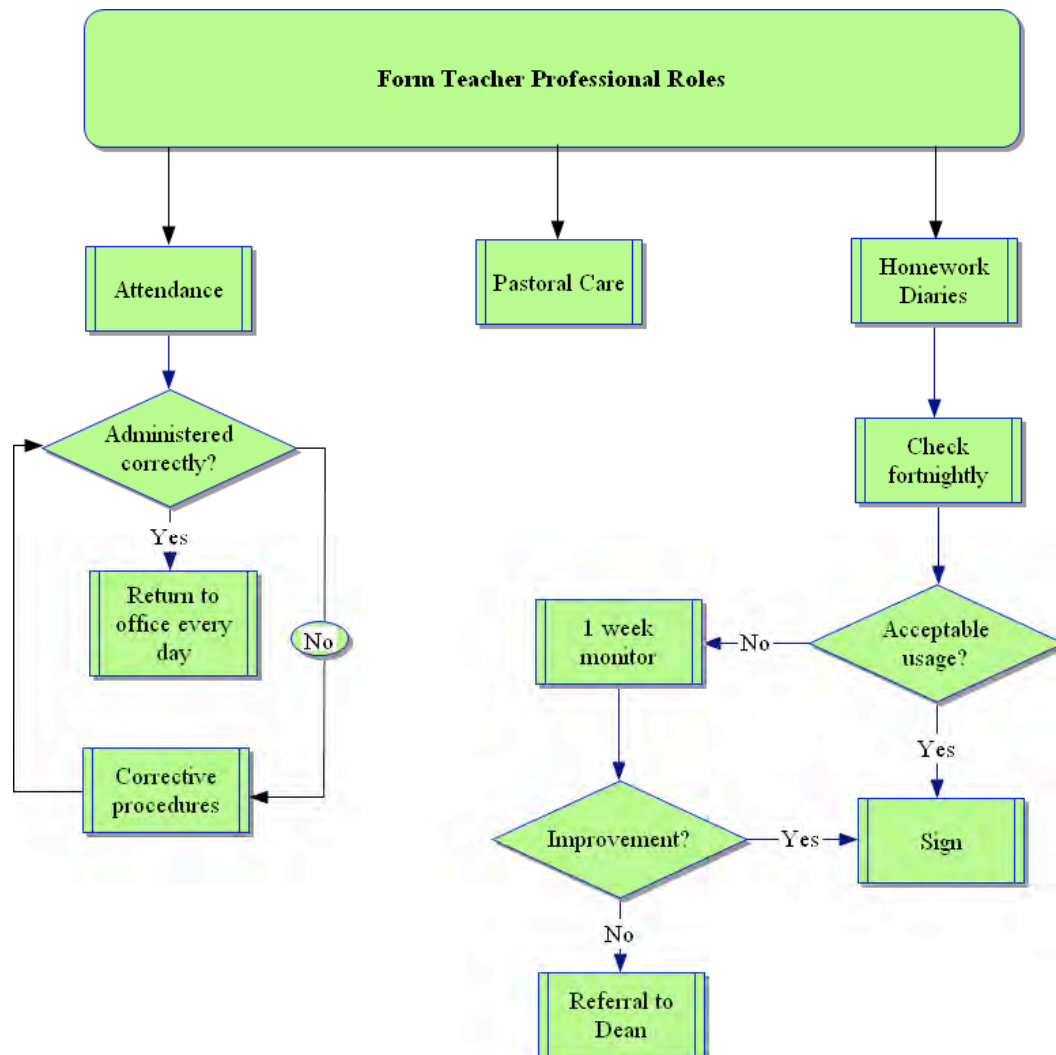


**6.2 Administration Procedure – Form Teacher**



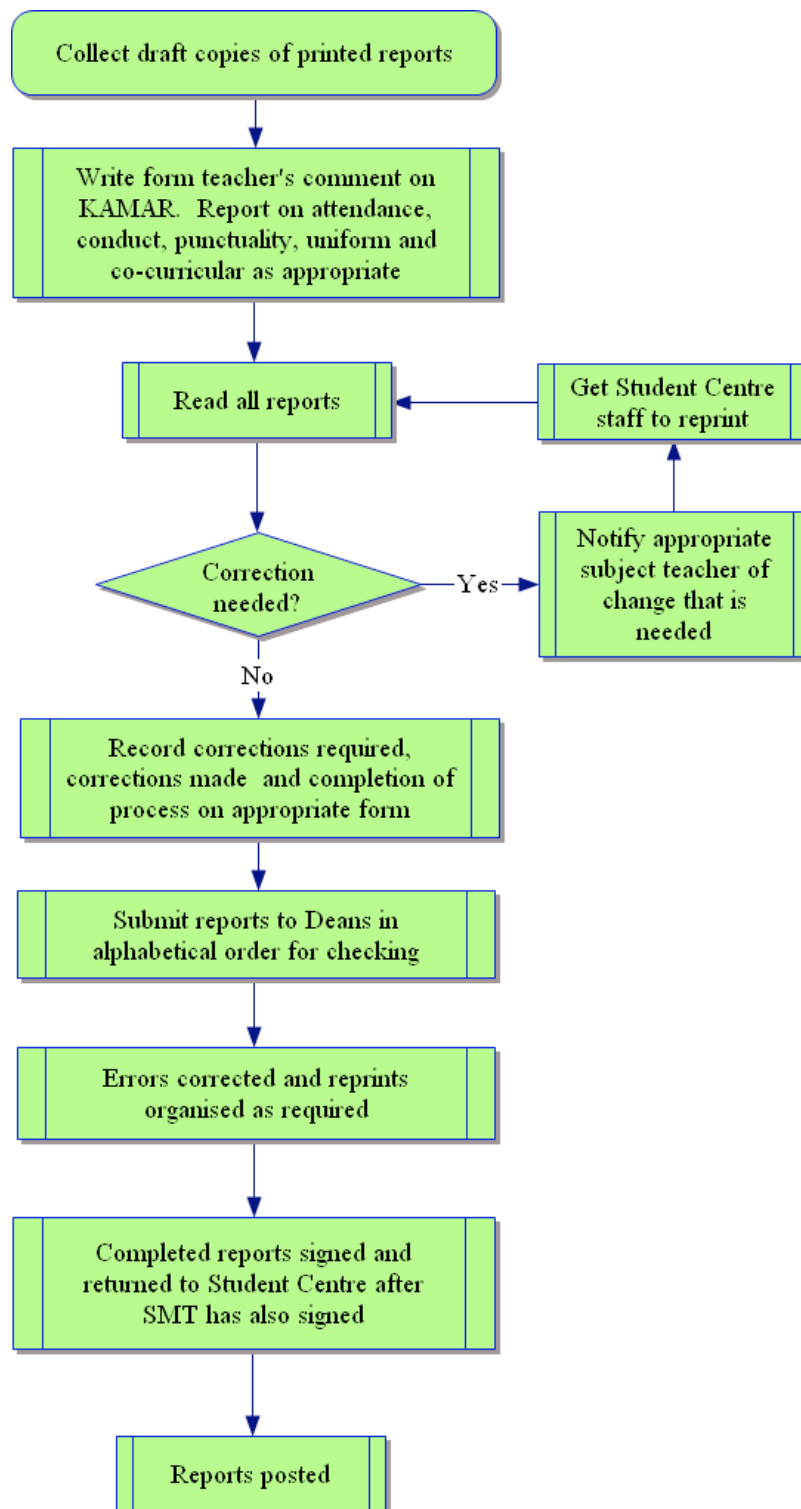
### 6.3 Professional Roles – Form Teacher

Requirement: Form teachers are required to carry out the following roles base on their Job Description



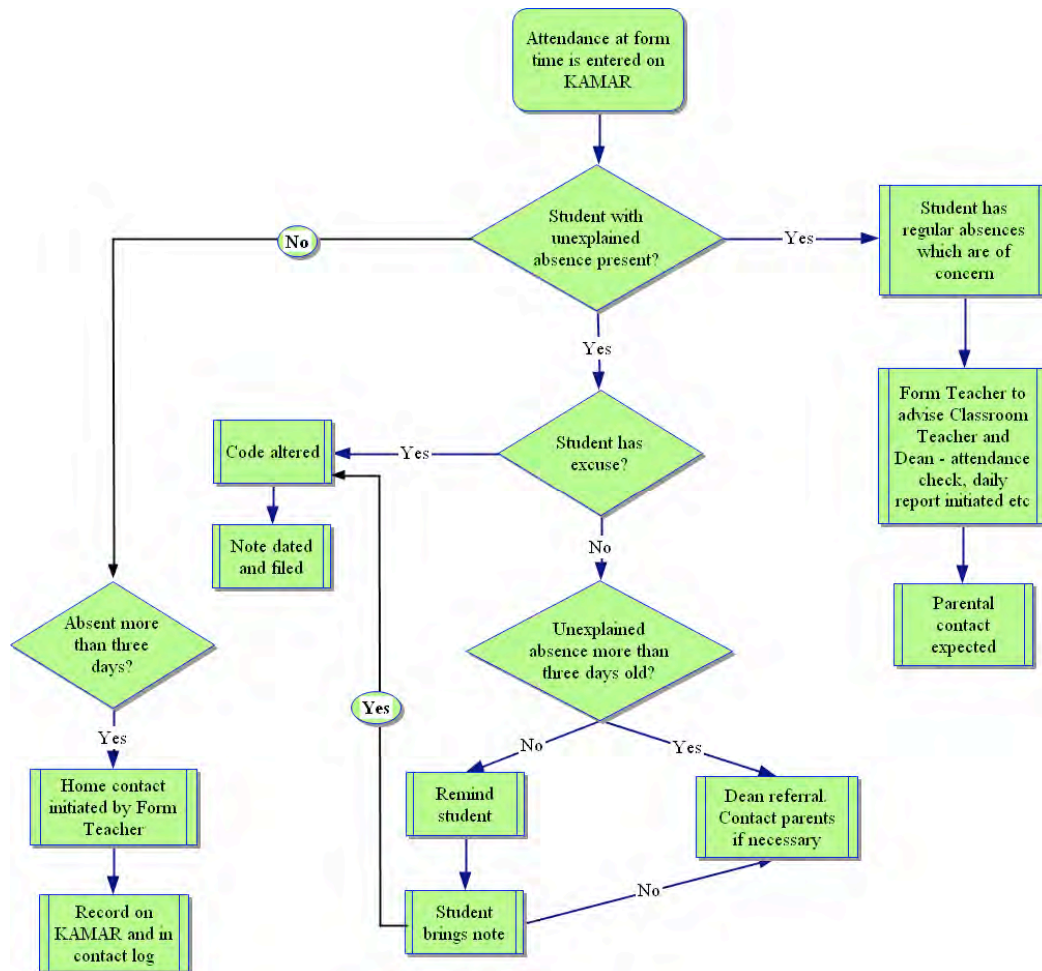
## 6.4 Report Management Procedures – Form Teachers

Requirement: Form teachers are required to carry out the following roles base on their Job Description



## 6.5 Attendance Procedures – Form Teachers

Requirements relate to Policy 7.2



## 6.5.1 Notes Regarding Attendance Procedure

### 1. Attendance Codes

Use these codes on KAMAR to indicate the reason for each student's absence. The following codes only are to be used:

T	Unexplained/Truant
P	Present
L	Student late for class
S	Sickbay
D	Doctor/Dentist appointment
I	Internal School appointment – Dean, DP, Counsellor etc
E	Student is absent with an Explained, but unjustified, reason
M	Student is absent due to short term illness/Medical reasons
V	Study period
N	On a school based activity with other students
Q	Attending a school trip
W	Work experience
R	Removed (temporarily) from class
C	Attending a school camp
X	On exam leave
O	Student is on Overseas holiday
B	Family circumstances/Bereavement
K	Attending a teen parent unit
A	Attending Alternative Education
Y	Attending an Activity Centre
F	Attending an off-site course/class
H	Attending a Health Camp/Regional Health School/Residential School
J	Student is attending Justice court proceedings
U	Student is temporarily withdrawn/stood down
G	Student is suspended

### 2. Student Absence

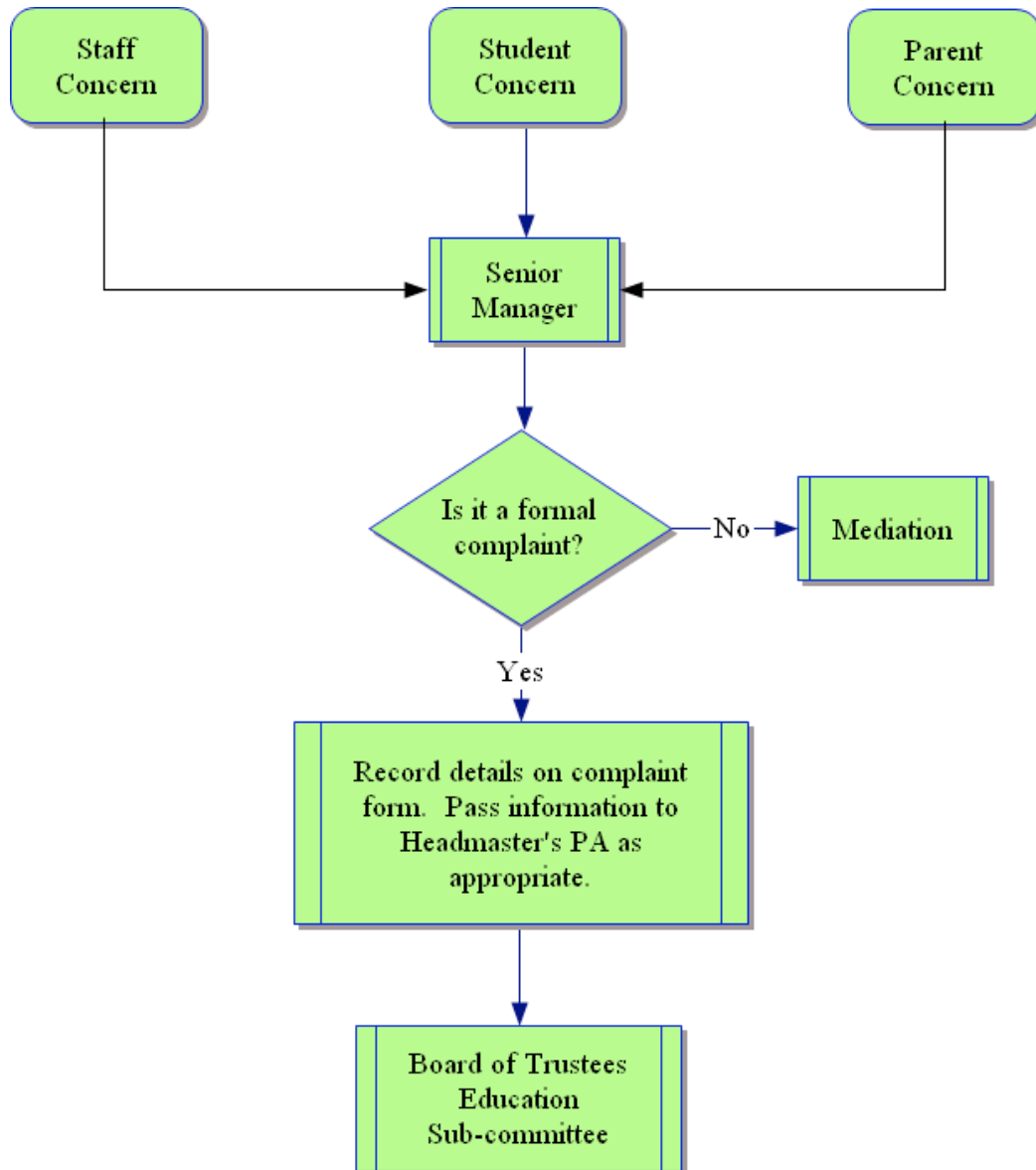
It is the form teacher's responsibility to check on all students who have not attended school for three consecutive days. A telephone call is expected to be made by the form teacher. If contact is unable to be made, a referral must be made to the level Dean. This is most important and will be expected of all form teachers. Form teachers are expected to keep a "Contact Log" recording date, student name, reason for contact and if contact was made. Any persistent issues must be referred to the Dean.

### 3. Student Absence Notes

These notes are to be filed. A folder of plastic envelopes will be given to you. Each plastic envelope will be used for an individual student. When notes are brought by students, date them and place them in that student's individual envelope. Date each note. Ring parents/guardians to verify authenticity if note is suspicious in some way.

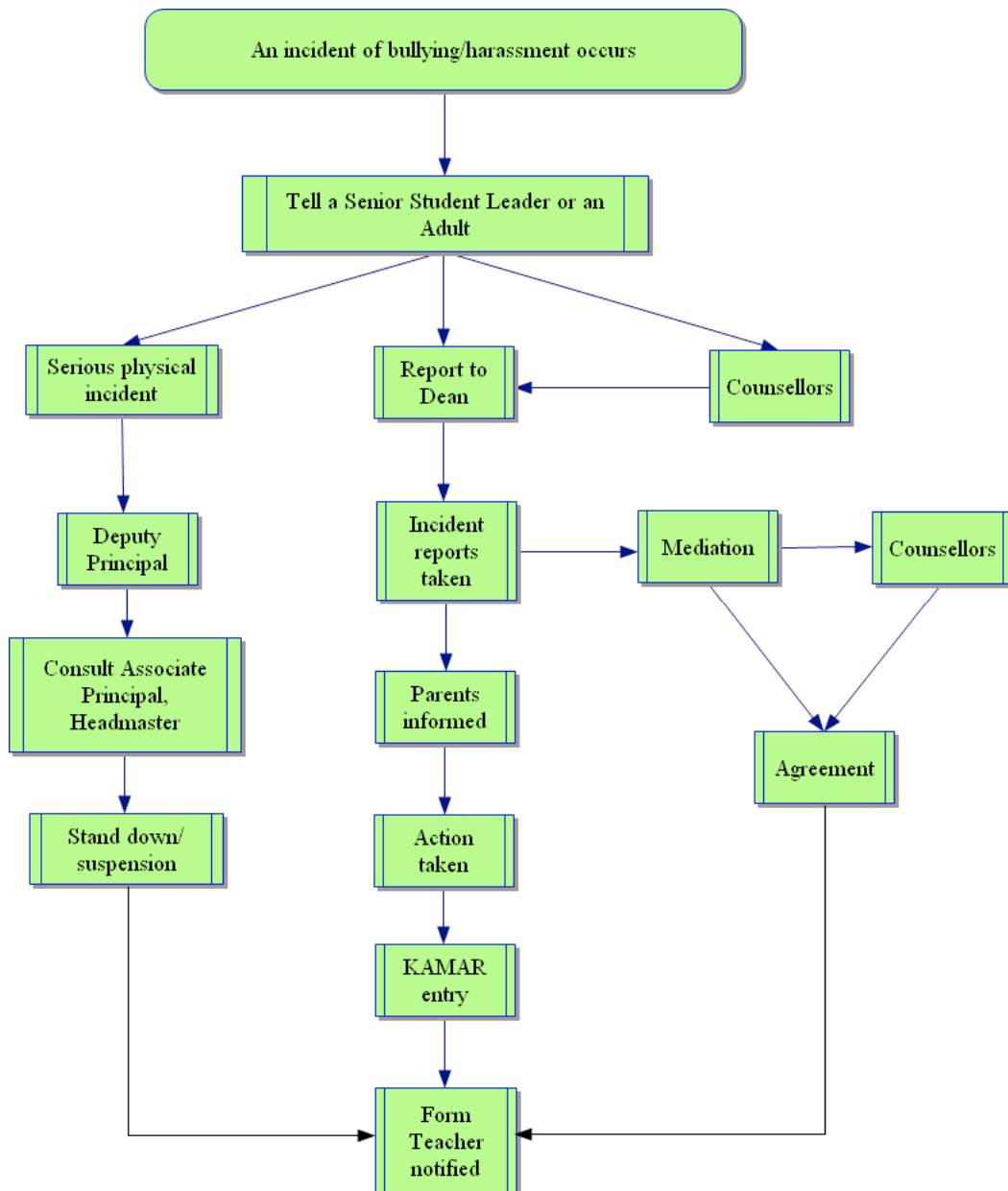
## 6.6 Generic Harassment Complaints Procedure

Requirements relate to Policy 5.2



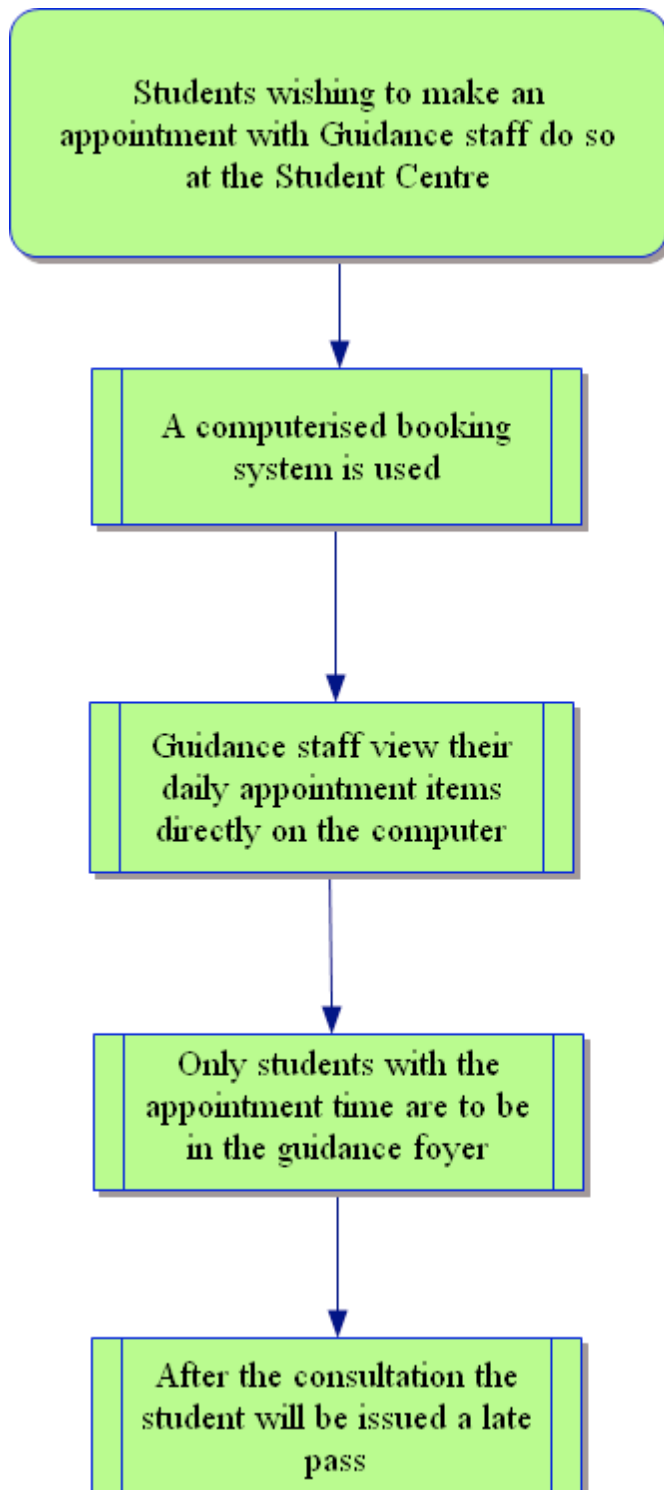
## 6.7 Reporting Bullying/Harassment

Requirements relate to Policy 5.2



## 6.8 Guidance Appointments – Student Initiated

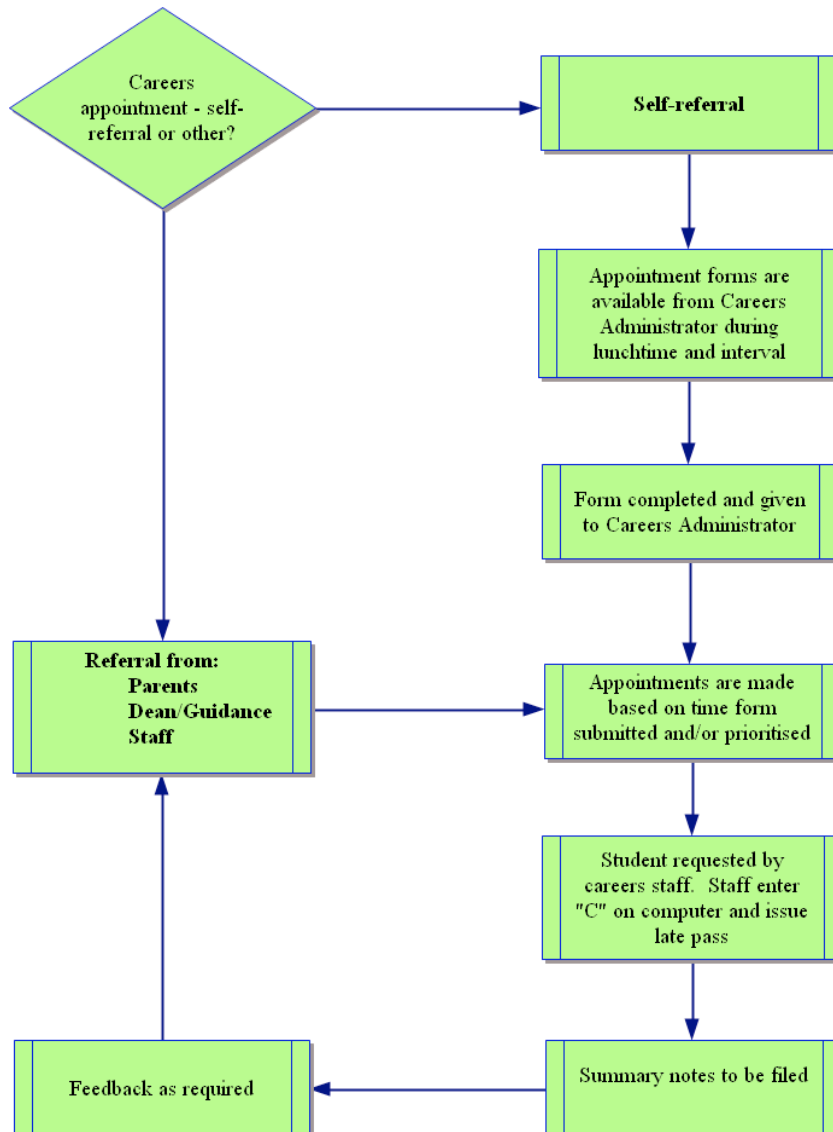
Requirements relate to Policy 5.1





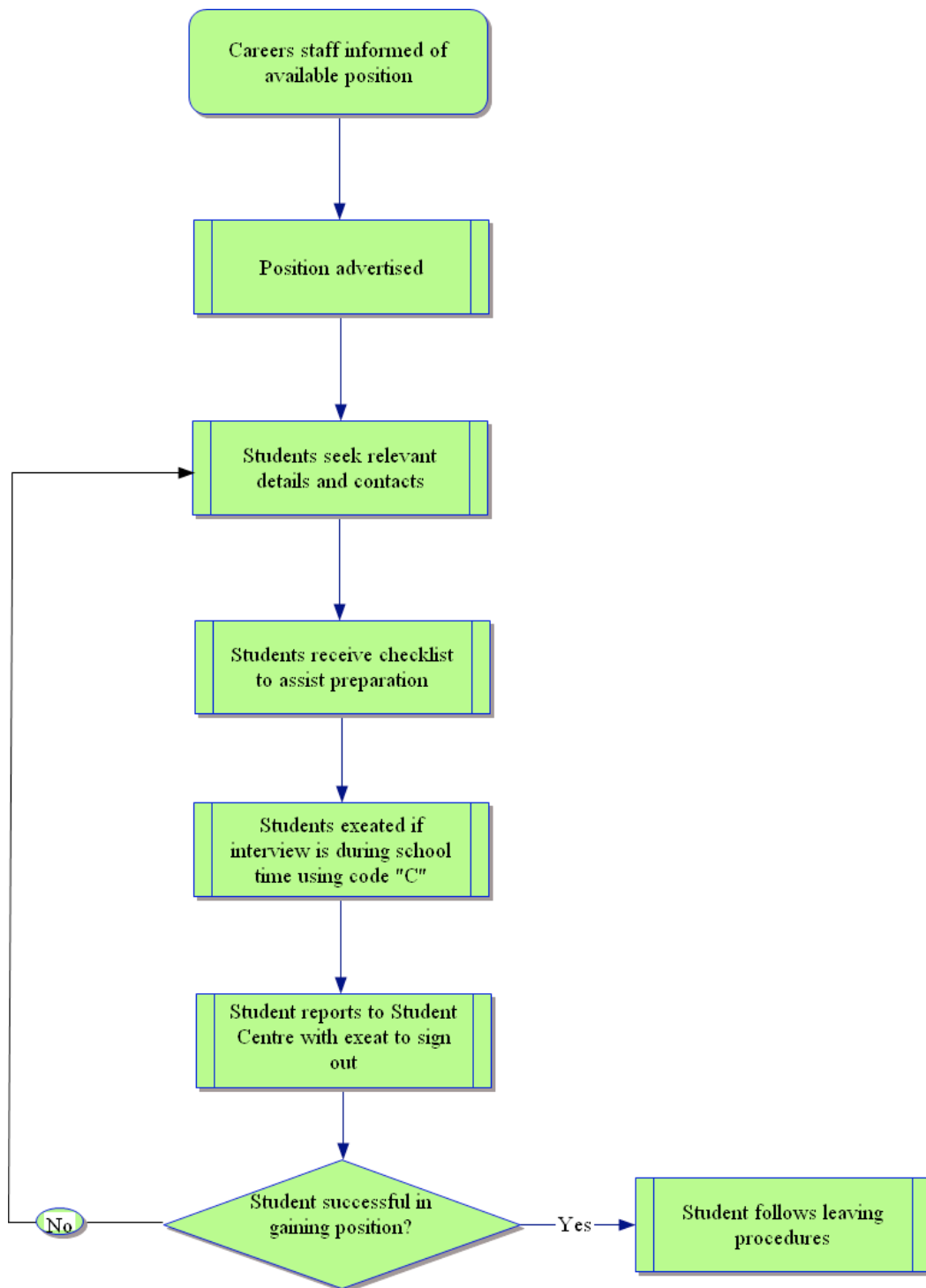
## 6.9 Careers Appointment System

Requirements relate to Policy 5.6



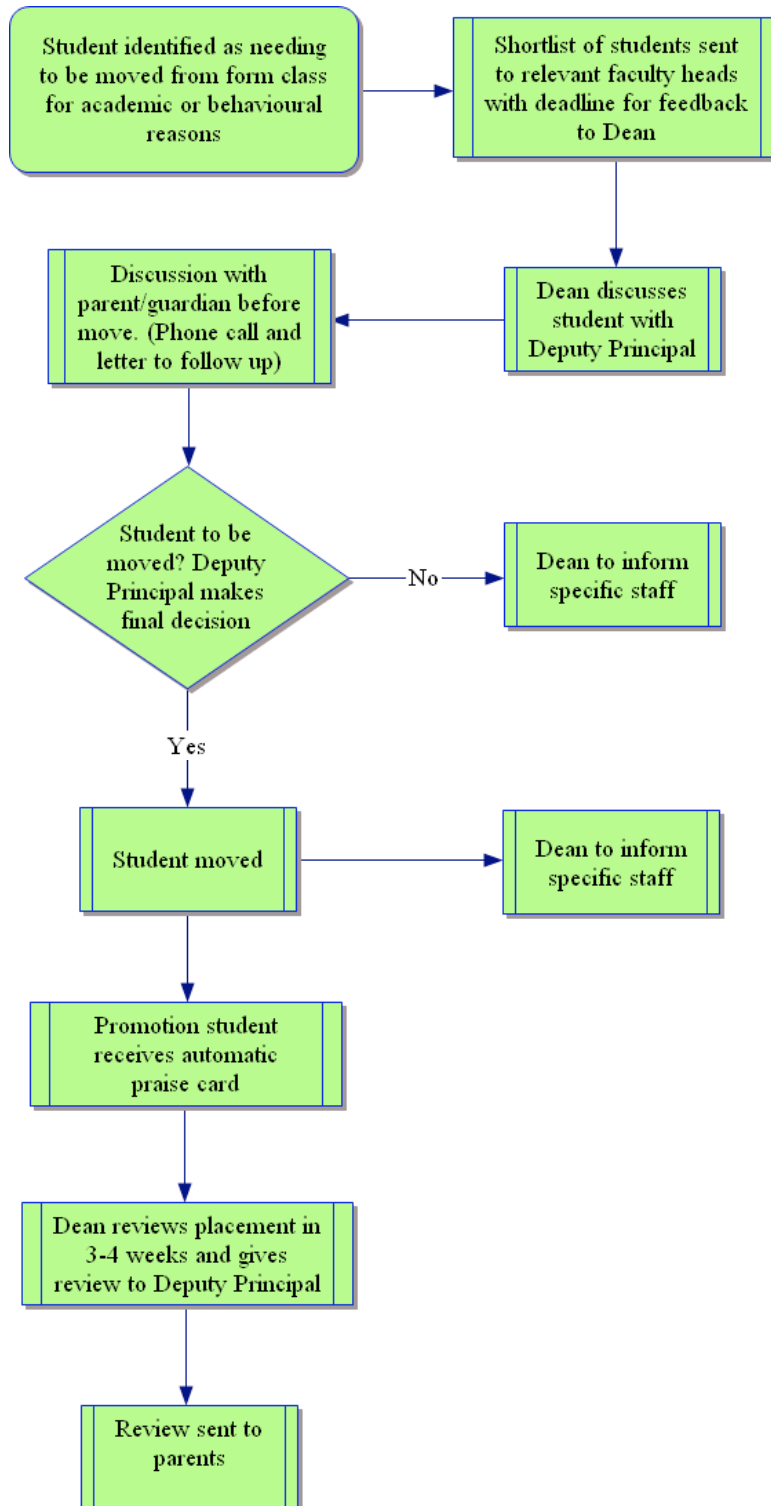
## 6.10 Student Employment Interviews

Requirements relate to Policy 5.6



## 6.11 Student Movement Between Form Classes

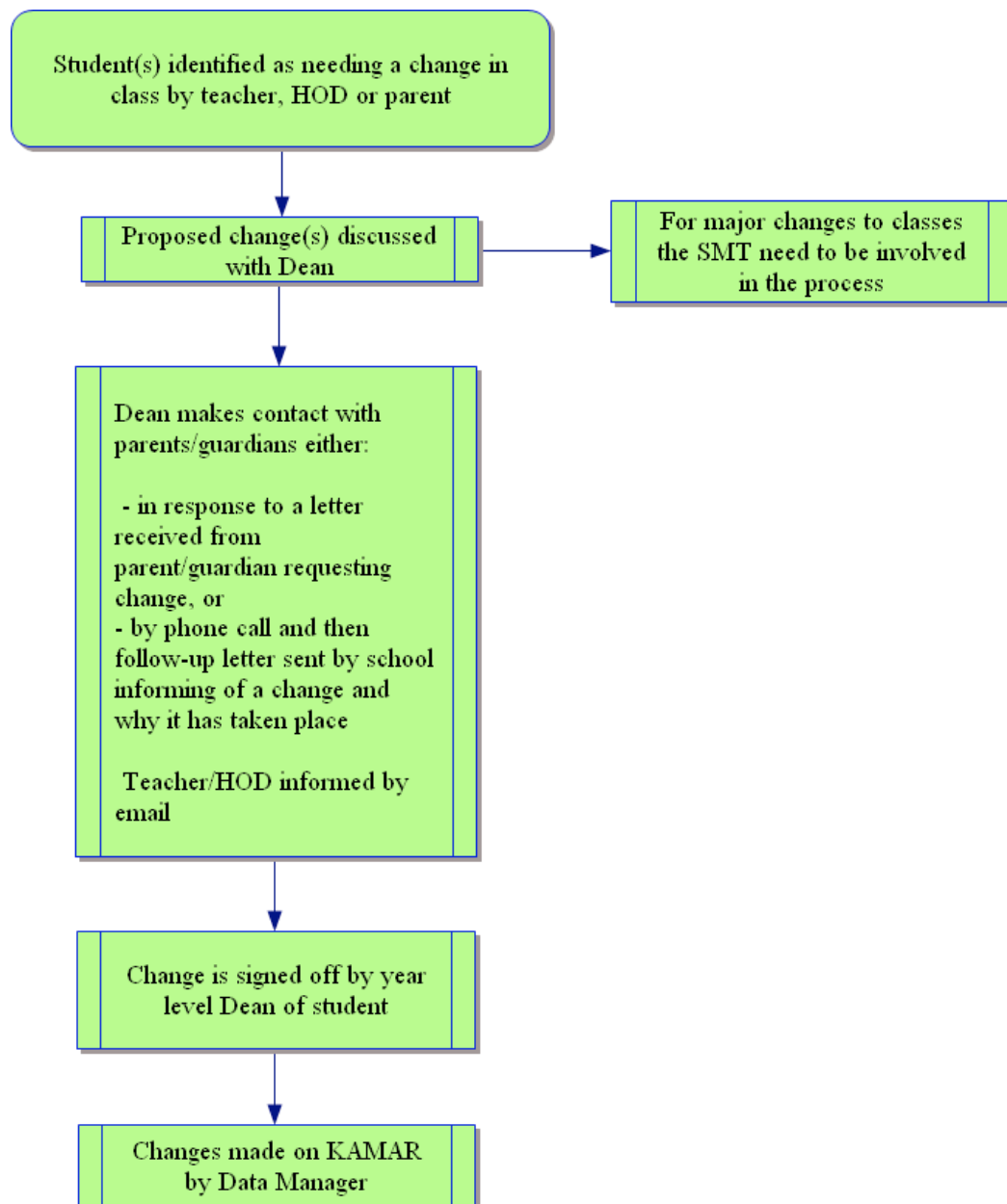
Requirements relate to Policy 2.6a



N.B: In most cases, movements are made after the mid-March Progress Reports at the end of Term 2.

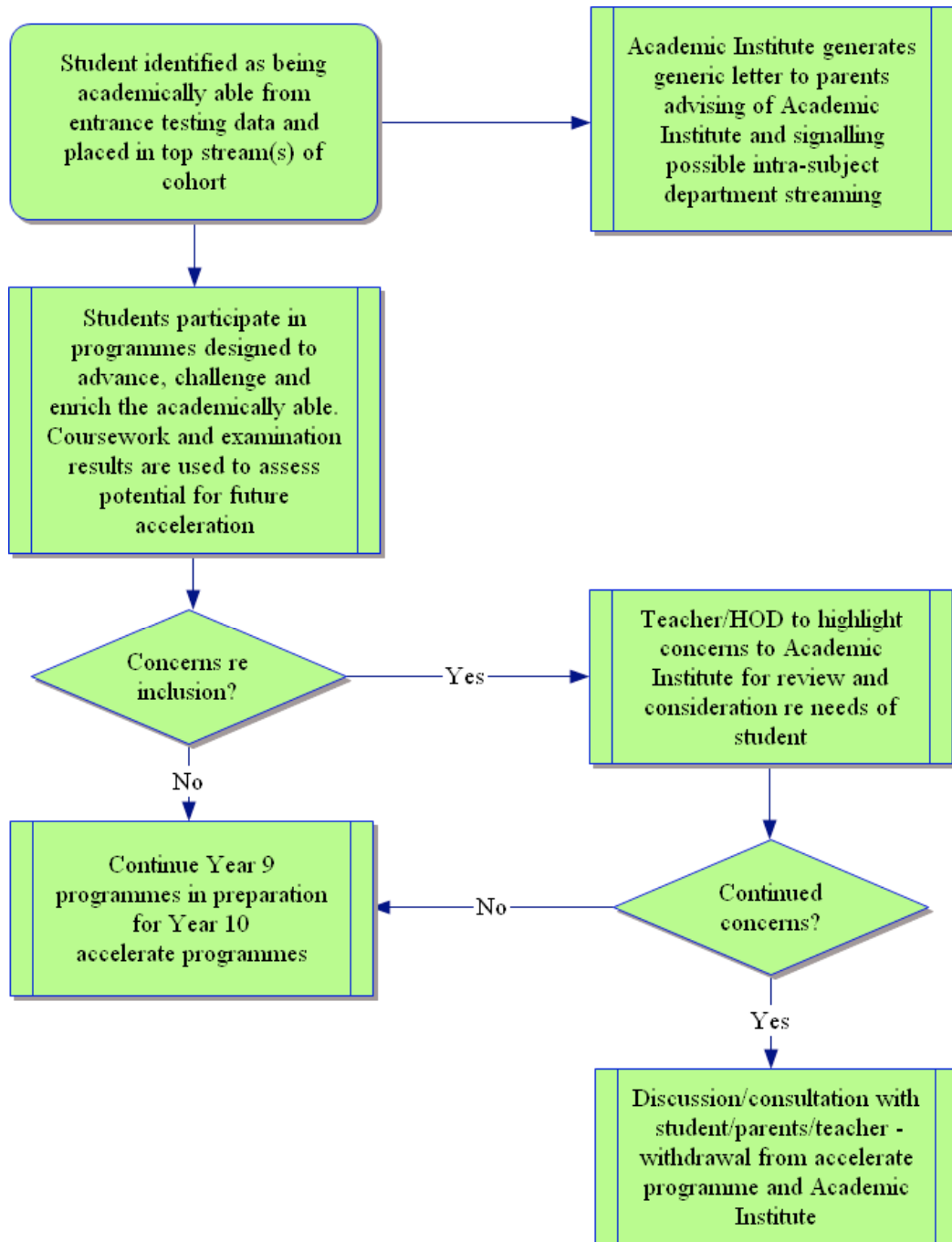
### 6.11.1 Senior Student Movement Between Classes

Requirements relate to Policy 2.6



### 6.11.2 Student Inclusion in Academic Institute - Year 9

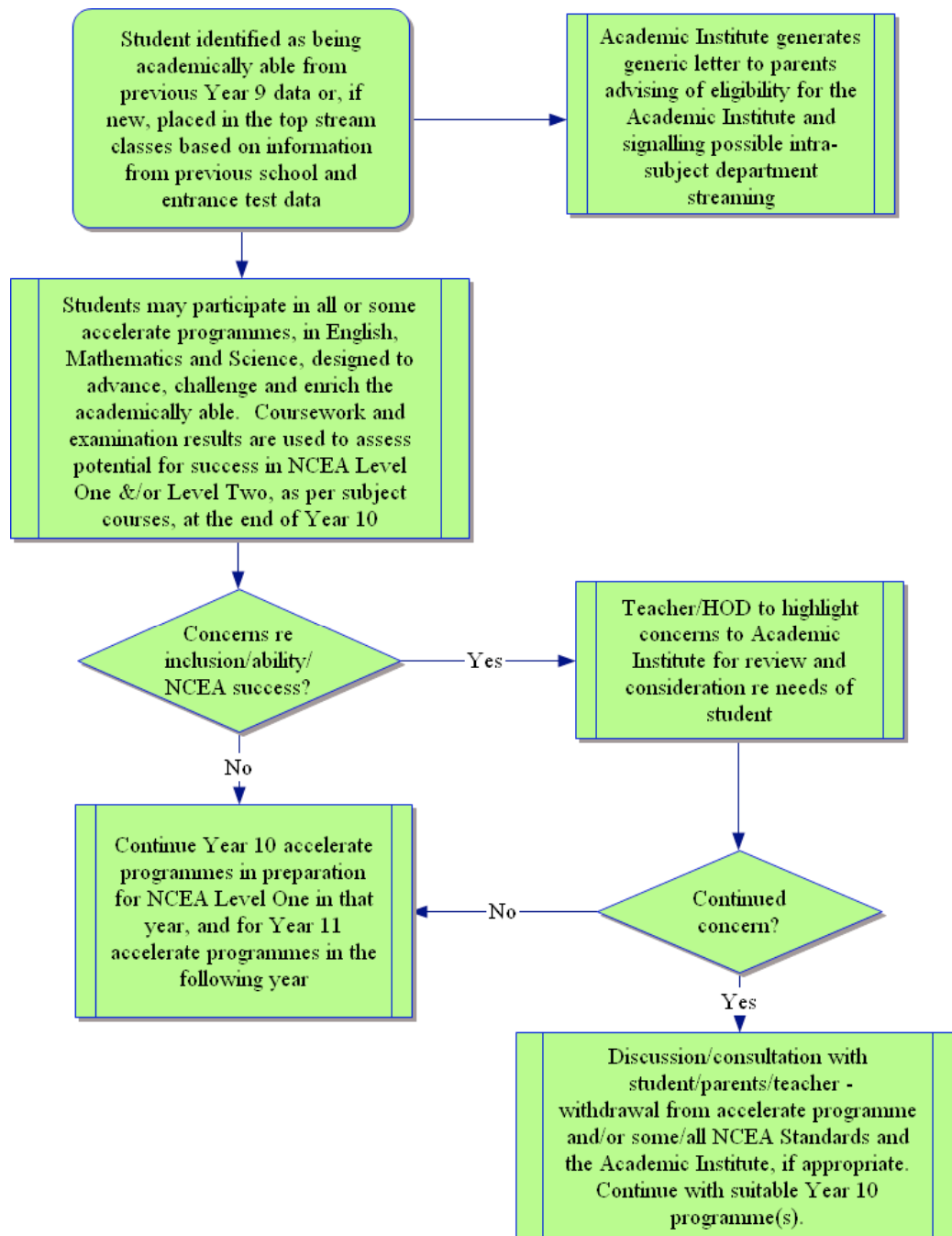
Requirements relate to Policy 2.6c



N.B.: In most cases, movements are made following Term 1 Progress Reports and/or Term 2 Examination Reports.

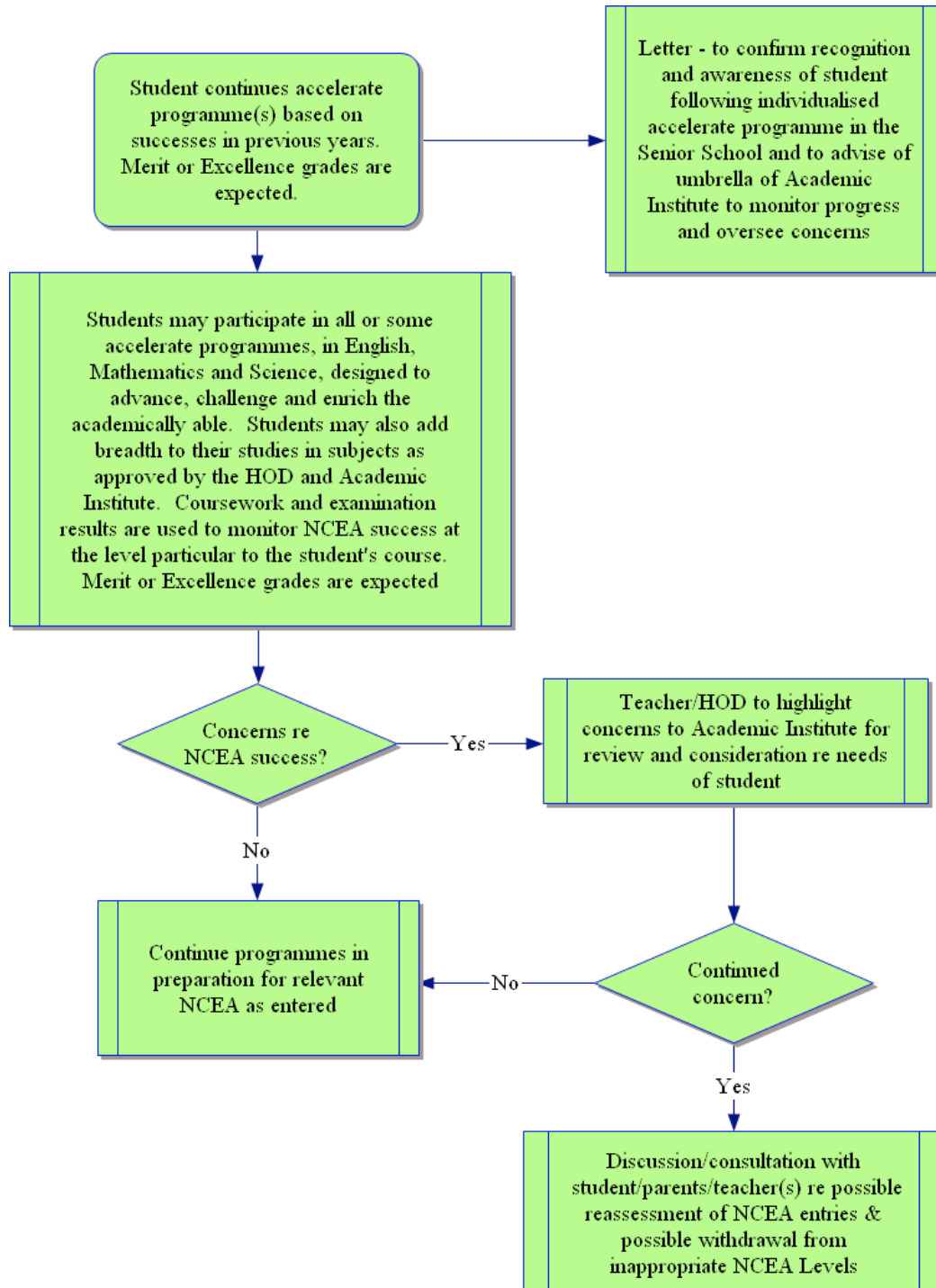
### 6.11.3 Student Inclusion in Academic Institute - Year 10

Requirements relate to Policy 2.6c

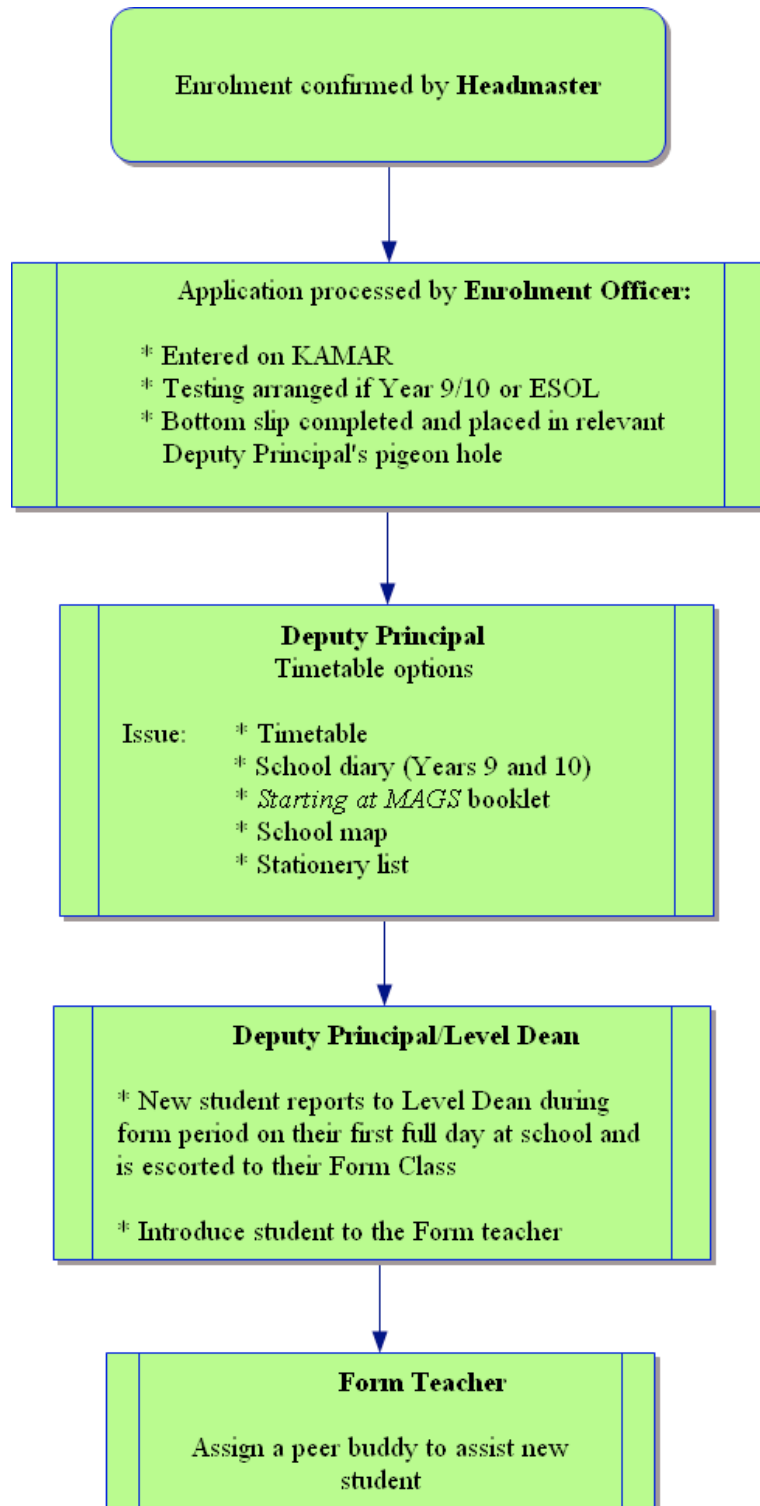


#### 6.11.4 Student Inclusion in Academic Institute – Senior Students

Requirements relate to Policy 2.6c



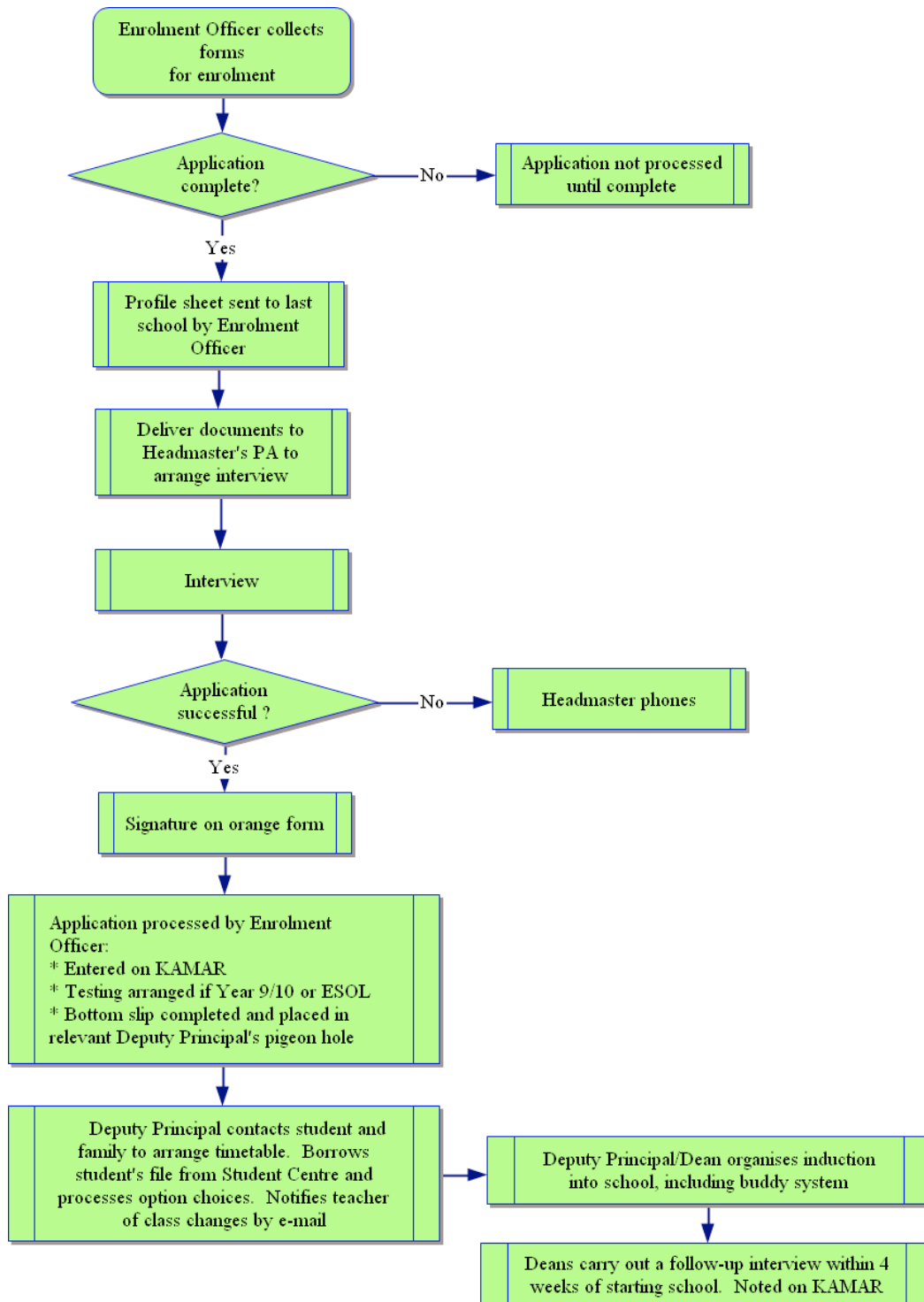
## 6.12 New Student Induction





## 6.13 Enrolments that Occur During the Course of the Academic Year

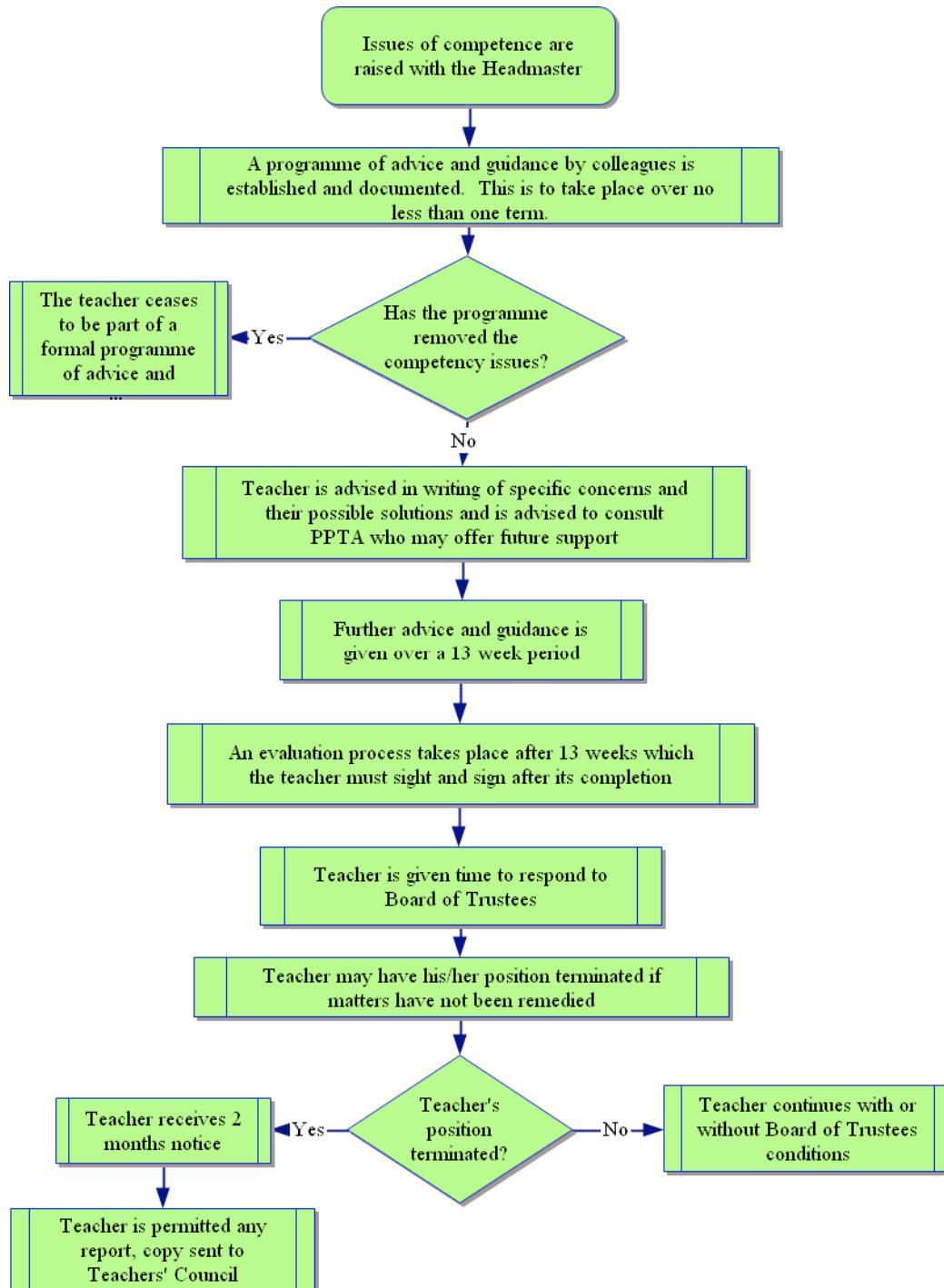
Requirements relate to Policy 7.1



# **7 Discipline**

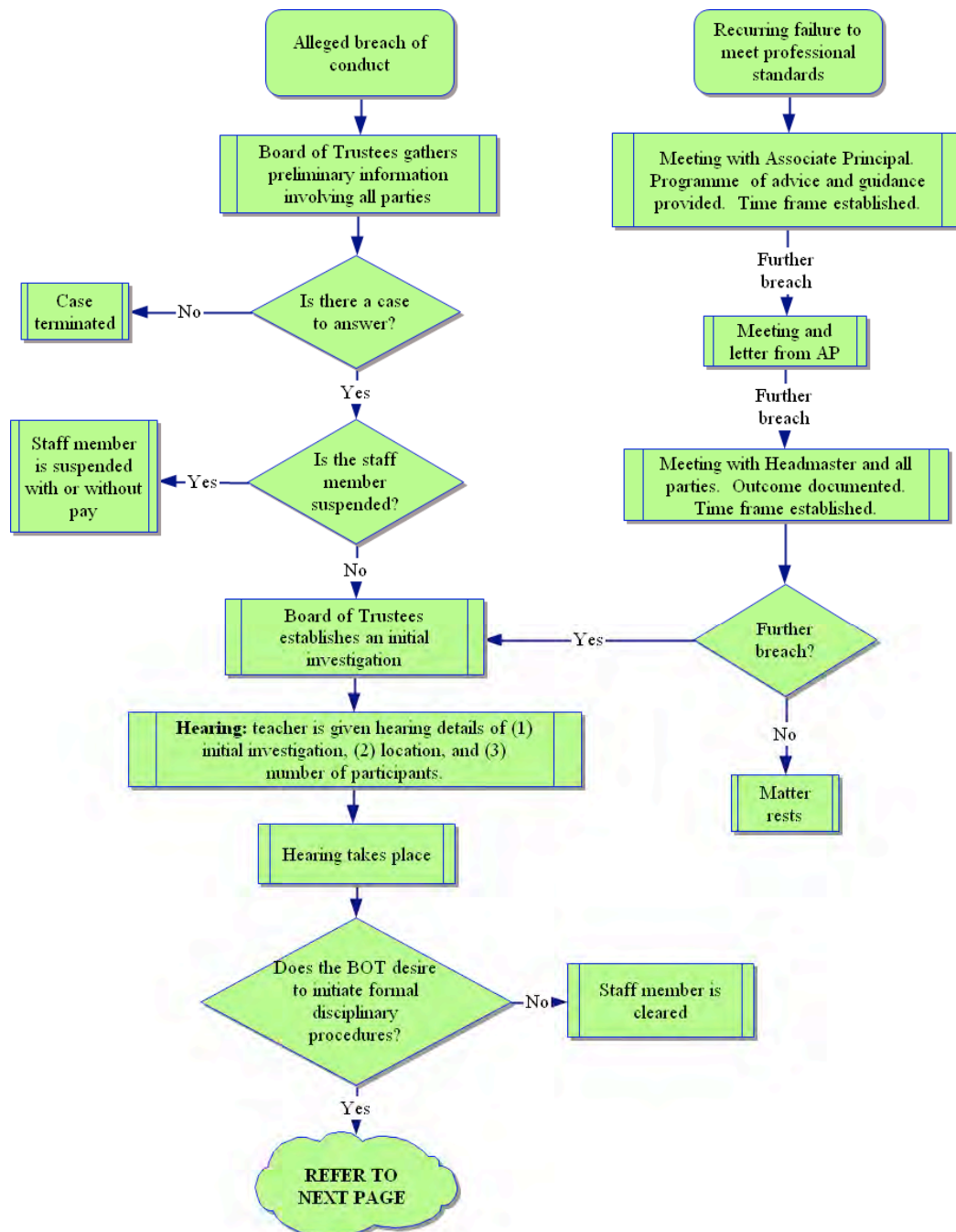
## 7.1 Teacher Competence

Requirements: It is the requirement of the Board of Trustees that a teacher be competent. If a less than competent teaching performance is perceived to be occurring, the following procedures will be put into place in accordance with the Collective Employment Contract Section 2.3. Refer to Policy 6.3.

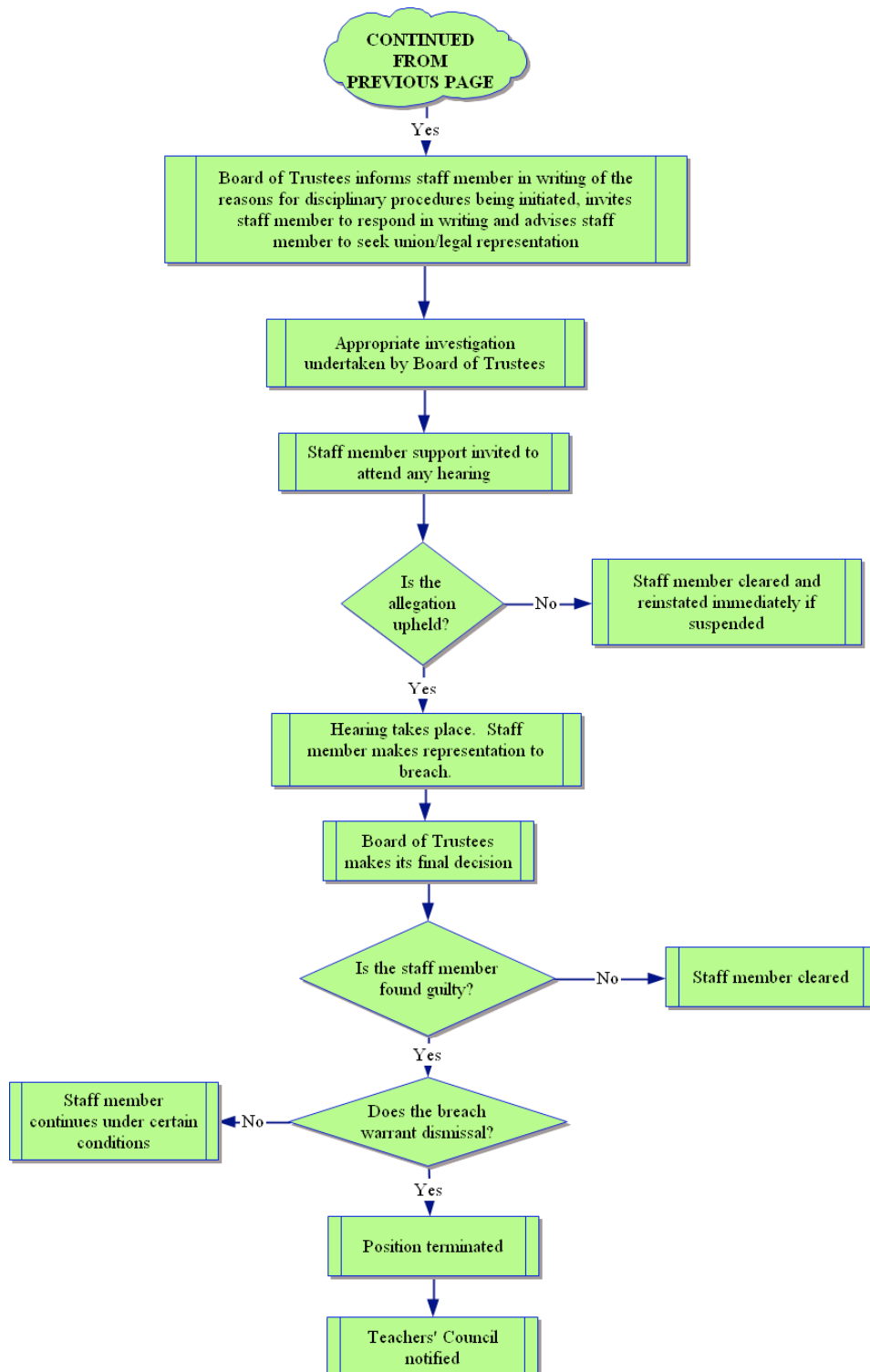


## 7.2 Staff Conduct and Discipline

Requirements: It is the expectation of the Board of Trustees that Mount Albert Grammar School staff maintain professional standards at all times in all facets of school life. If a breach of discipline occurs, the following procedure is adhered to. This procedure follows those established by the Collective Employment Contract Section 2.4. Refer to Policy 6.3.



## 7.2 Staff Conduct and Discipline (continued)



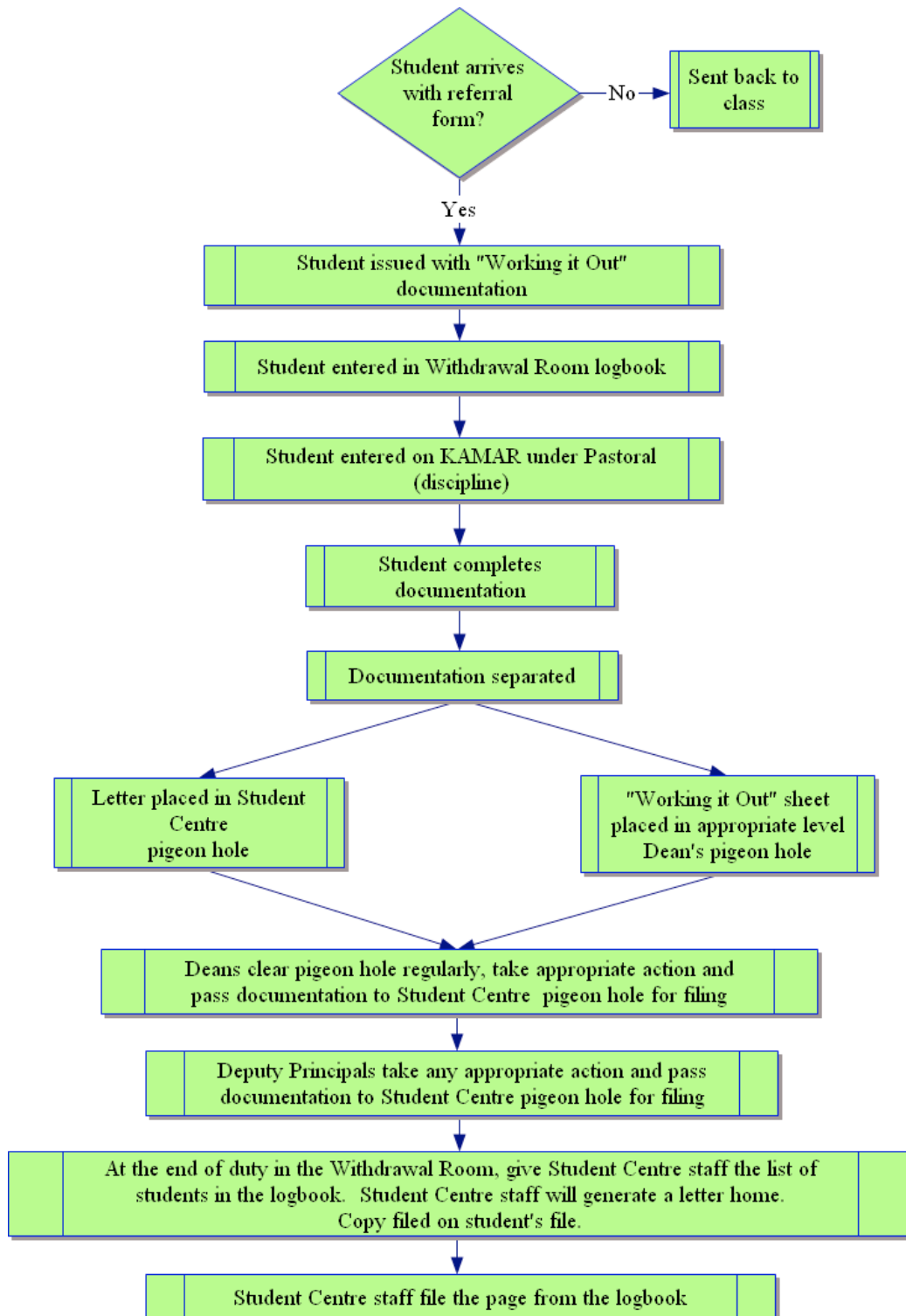
## 7.3 Student Discipline

Requirements: The Board of Trustees established a set of behavioural expectations. If a student is involved in any misdemeanour, one of a number of disciplinary measures will be entered into. The following procedures are to be followed for both in and out of classroom misdemeanours. Refer to Policies in Section 6 of the *Policy Manual*.

OFFENCE	ACTION
Classroom related offences that interfere with learning. e.g., repeated no homework, poor work, no equipment, persistent misbehaviour.	Dealt with by teacher. Suitable actions are lines, teacher's detention. Support from HOD. Refer departmental policy. HOD can enter details on KAMAR.
Serious classroom related offences that interfere with learning. e.g., continual disobedience, defiance.	Withdrawal room and completion of "working it out" sheet. Student is sent to Student Centre Duty Dean.
Non-classroom related offences e.g., incorrect uniform, littering, late to class or school.	Lunchtime detention. Multiple detentions followed up.
Non-classroom related offences e.g., not doing lunchtime detention, truancy, defiance etc.	After school detention. Multiple detentions followed up.
Failure to complete school detentions	Dean's detention on Friday
Issues of safety out of class e.g., smoking, fighting etc	Refer directly to Dean or Senior Management. Written statement of reason for referral to follow immediately.
Issues of safety in class. e.g., swearing at teacher, physical violence, damage to property, theft etc.	Refer directly to Dean or Senior Management. Send a runner to Dean or Senior Management with a note that includes teacher's code, room number and problem.

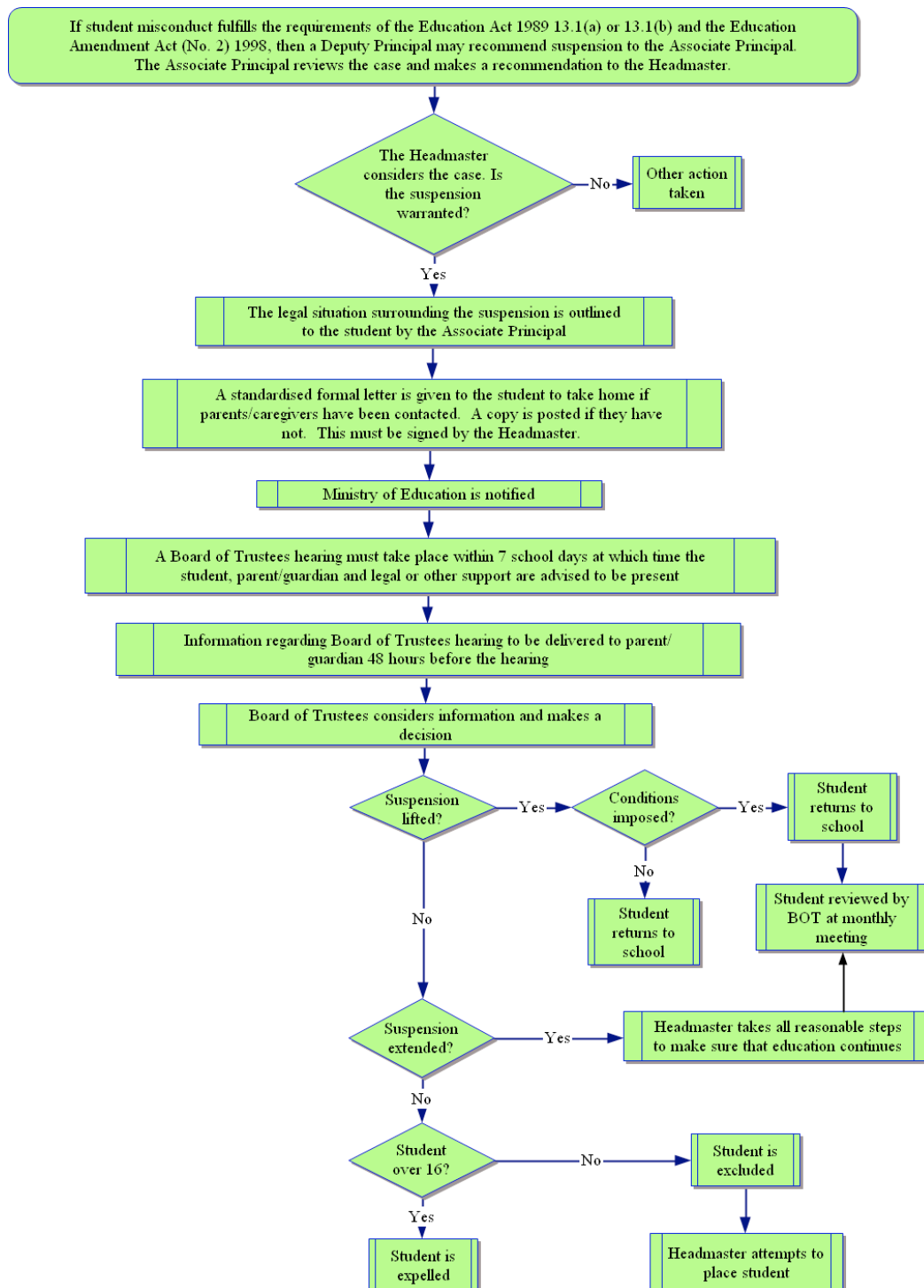
## 7.4 Withdrawal Room Procedures

This is the process to support staff in matters of serious classroom discipline.



## 7.5 Suspension Procedure

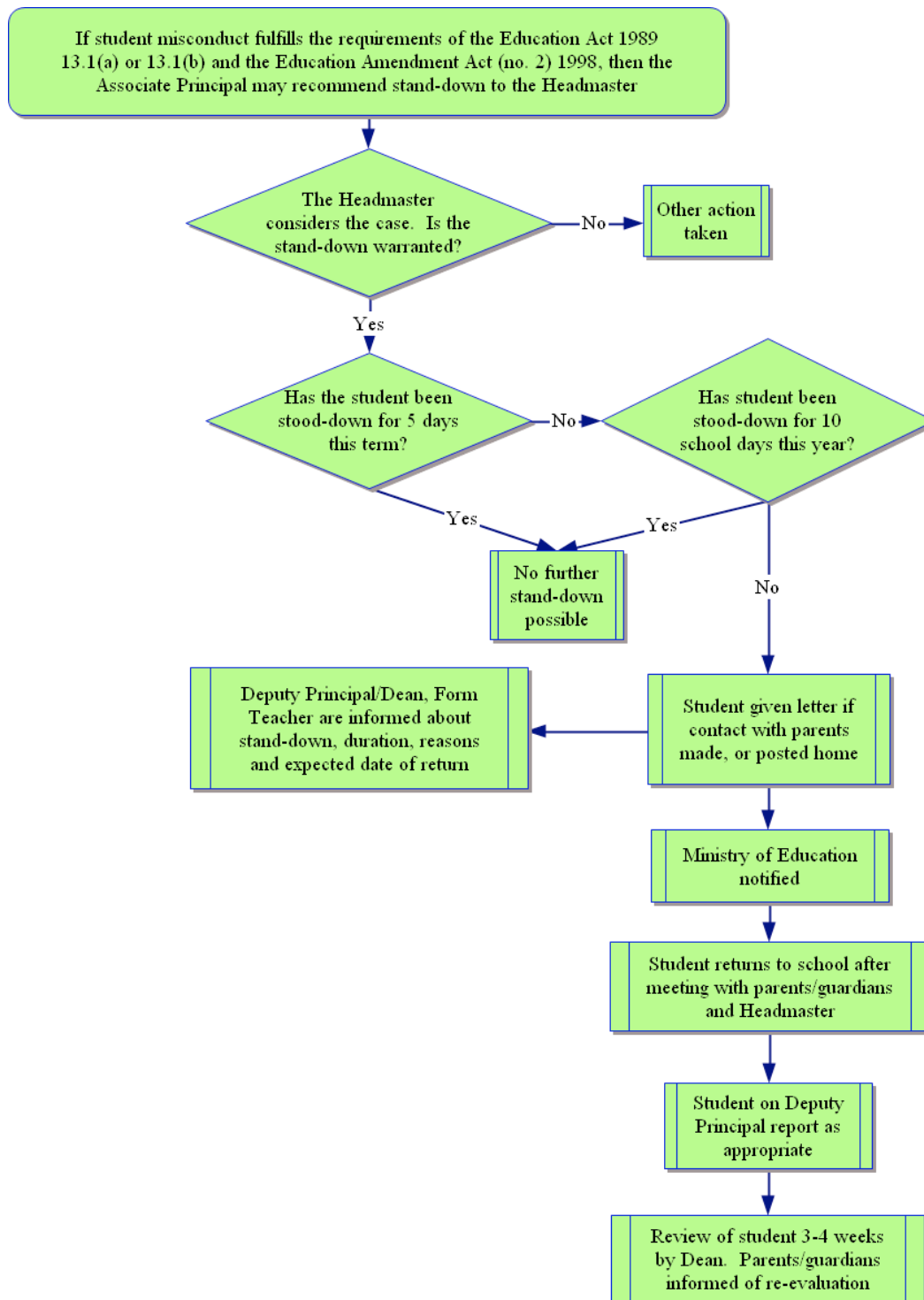
Requirements: The following procedure is based on the Education Act, which the school must follow in cases of misbehaviour that results in suspension.





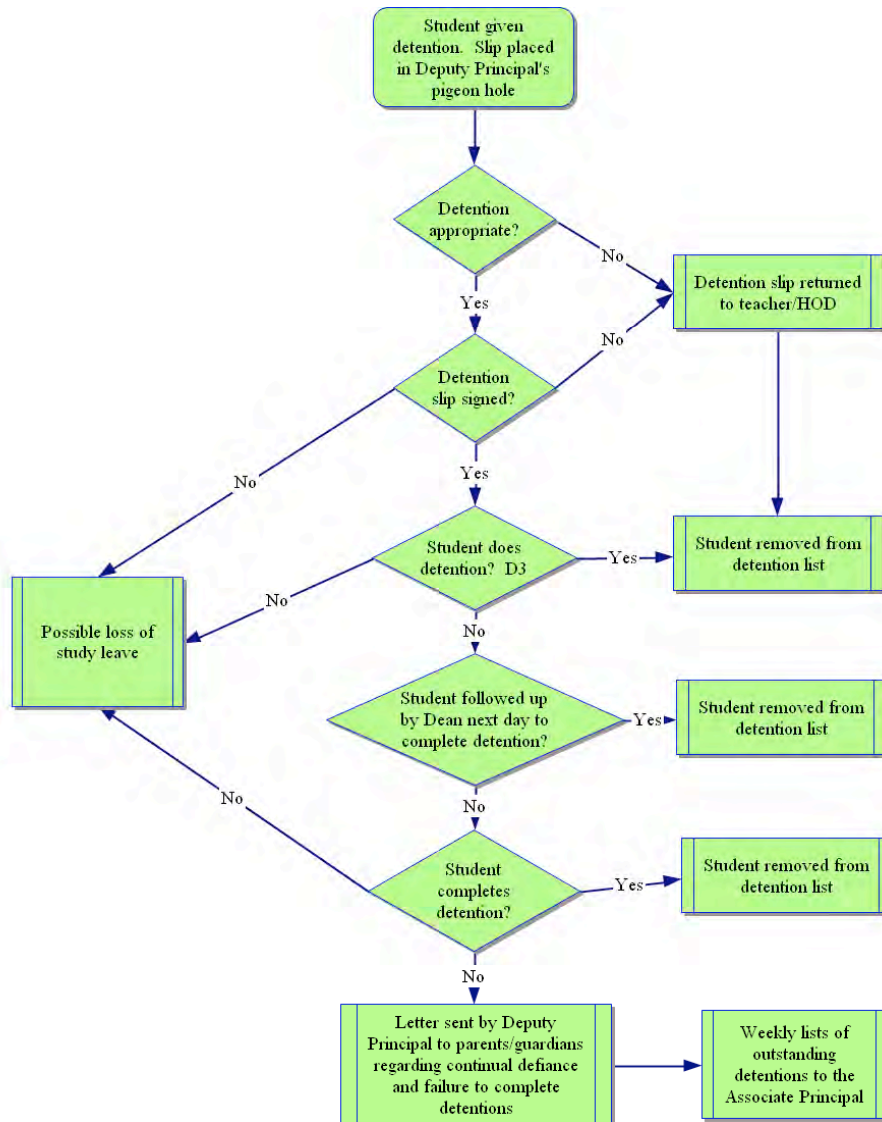
## 7.6 Stand-down Procedures

The following procedure is based on the Education Act, which the school must follow in cases of misbehaviour that results in a stand-down.



## 7.7 Detention and Loss of Study Leave

Requirements relate to Policy 6.4

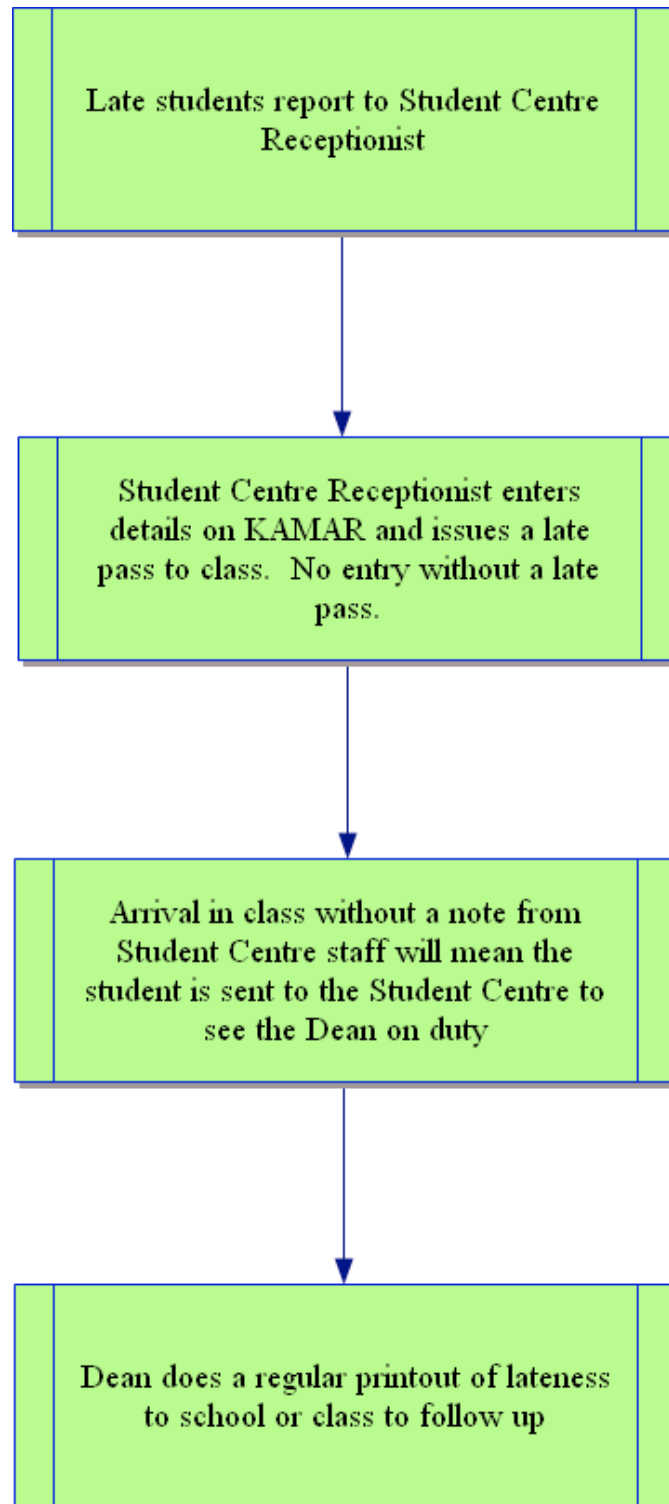


**Notes:**

1. A student who refuses to sign a detention can be considered to be defiant and can be immediately referred on to the level Dean.
2. Classroom offences are to be dealt with by department discipline procedures in the first instance.

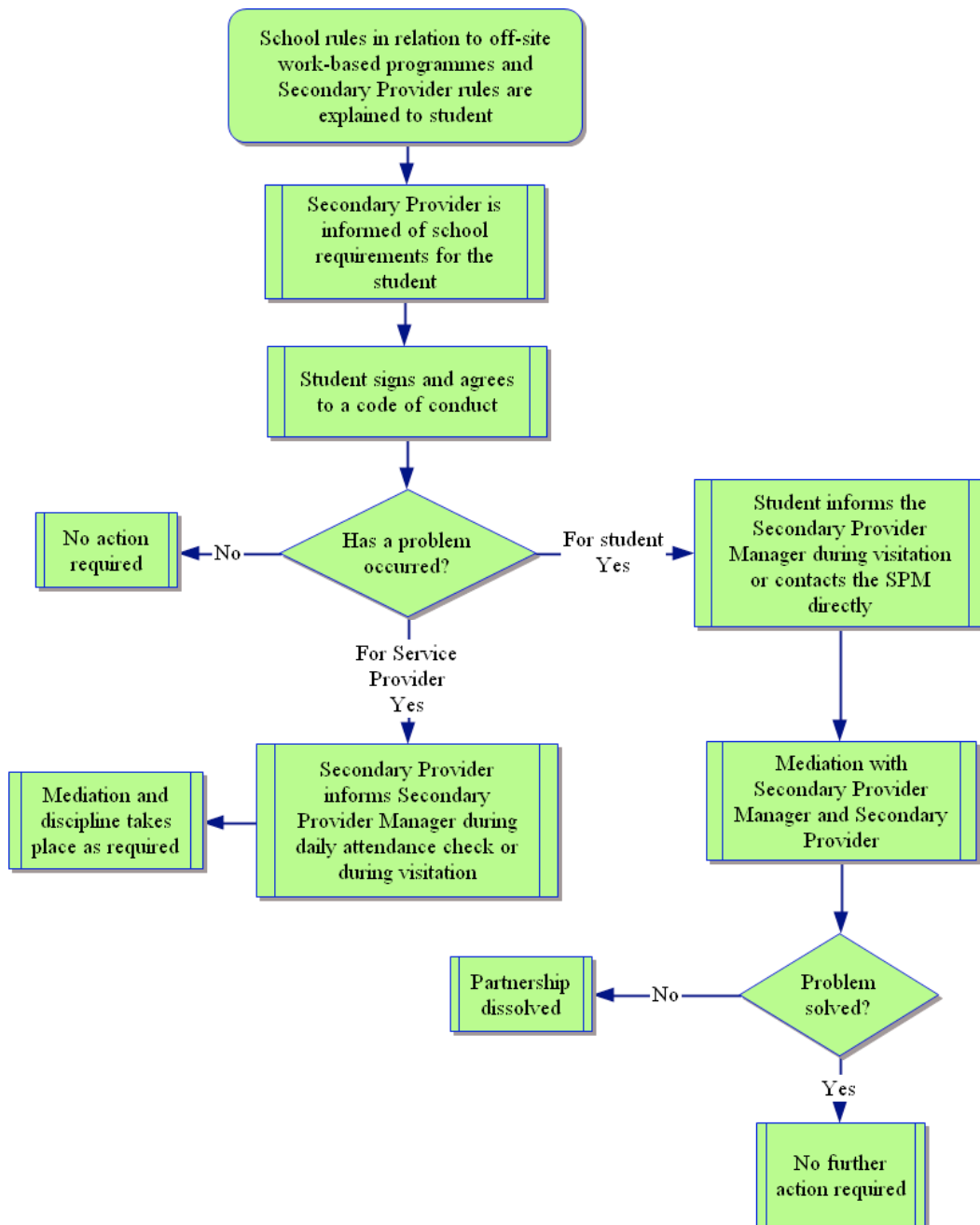
## 7.8 Late Procedures

Requirements related to Policy 7.2



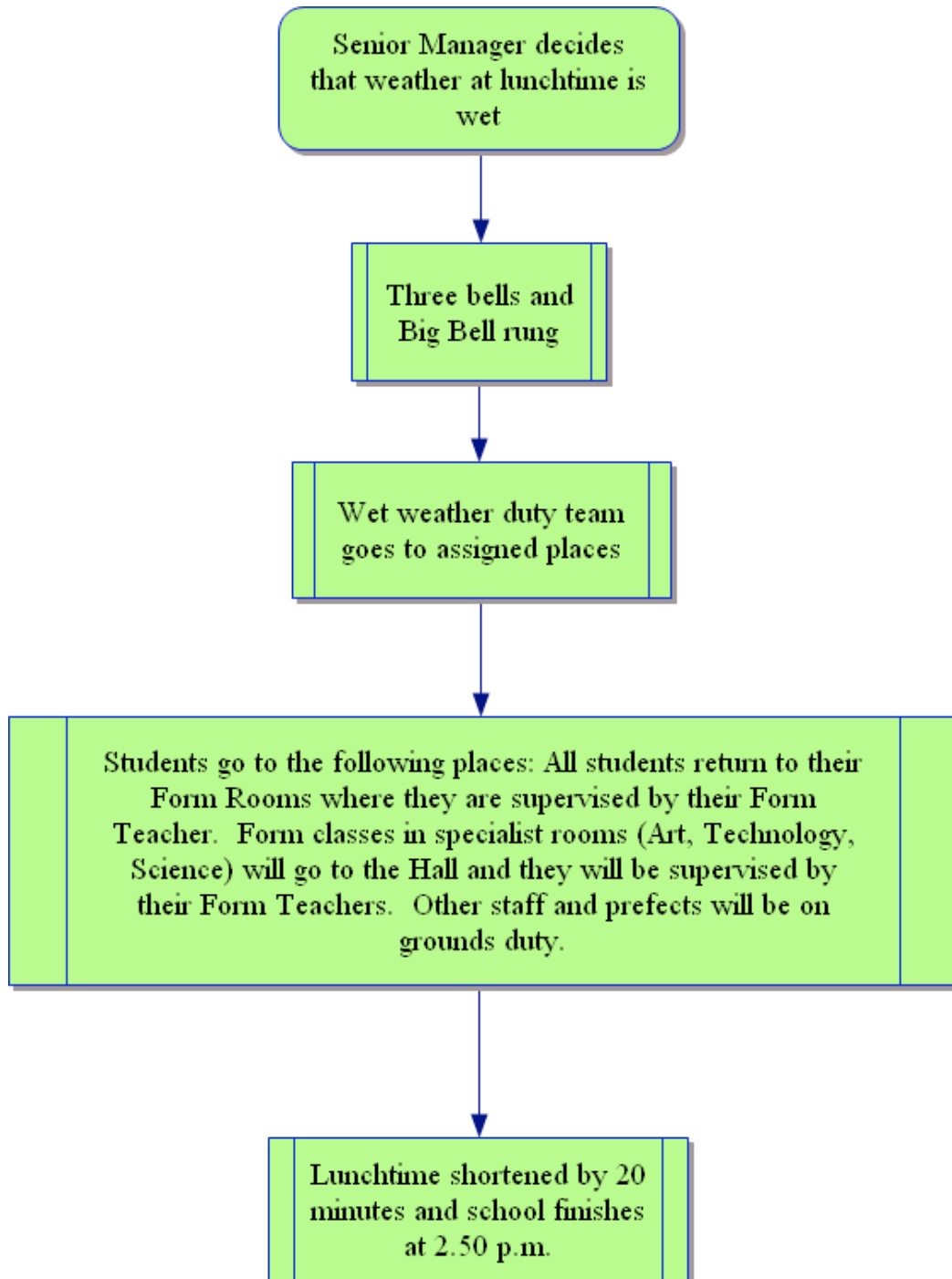
## 7.9 Off-Site Work-Based Behaviour Systems

Requirements relate to Policy 6.6



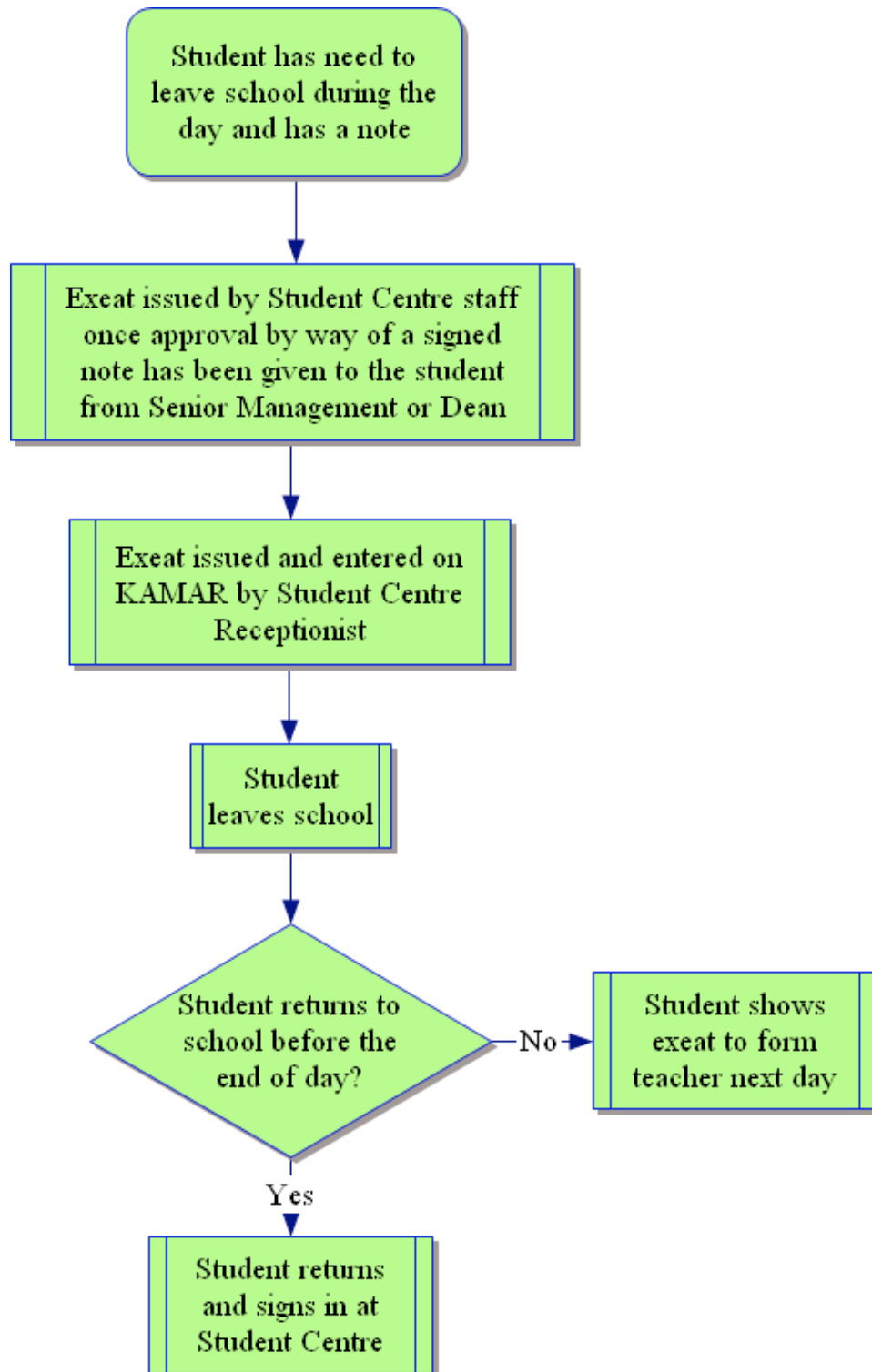
## 7.10 Wet Lunchtime

Requirements relates to Policy 6.4



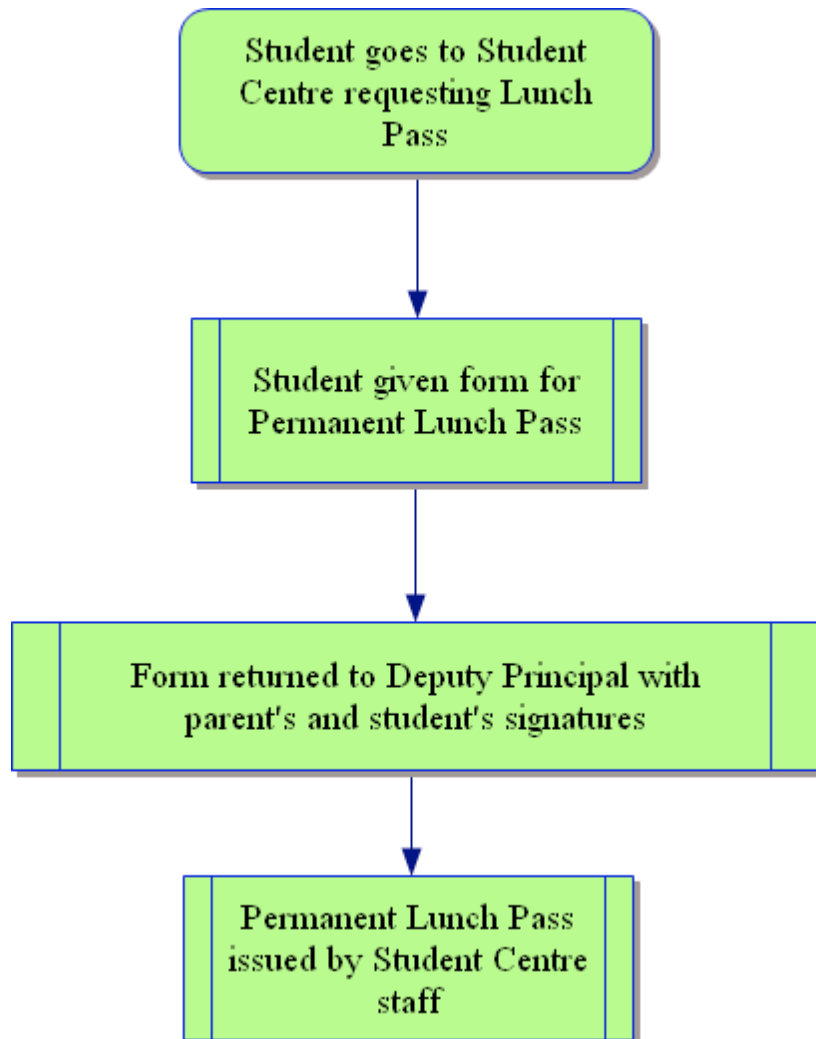
## 7.11 Student Exeat

Requirements relate to Policy 7.2



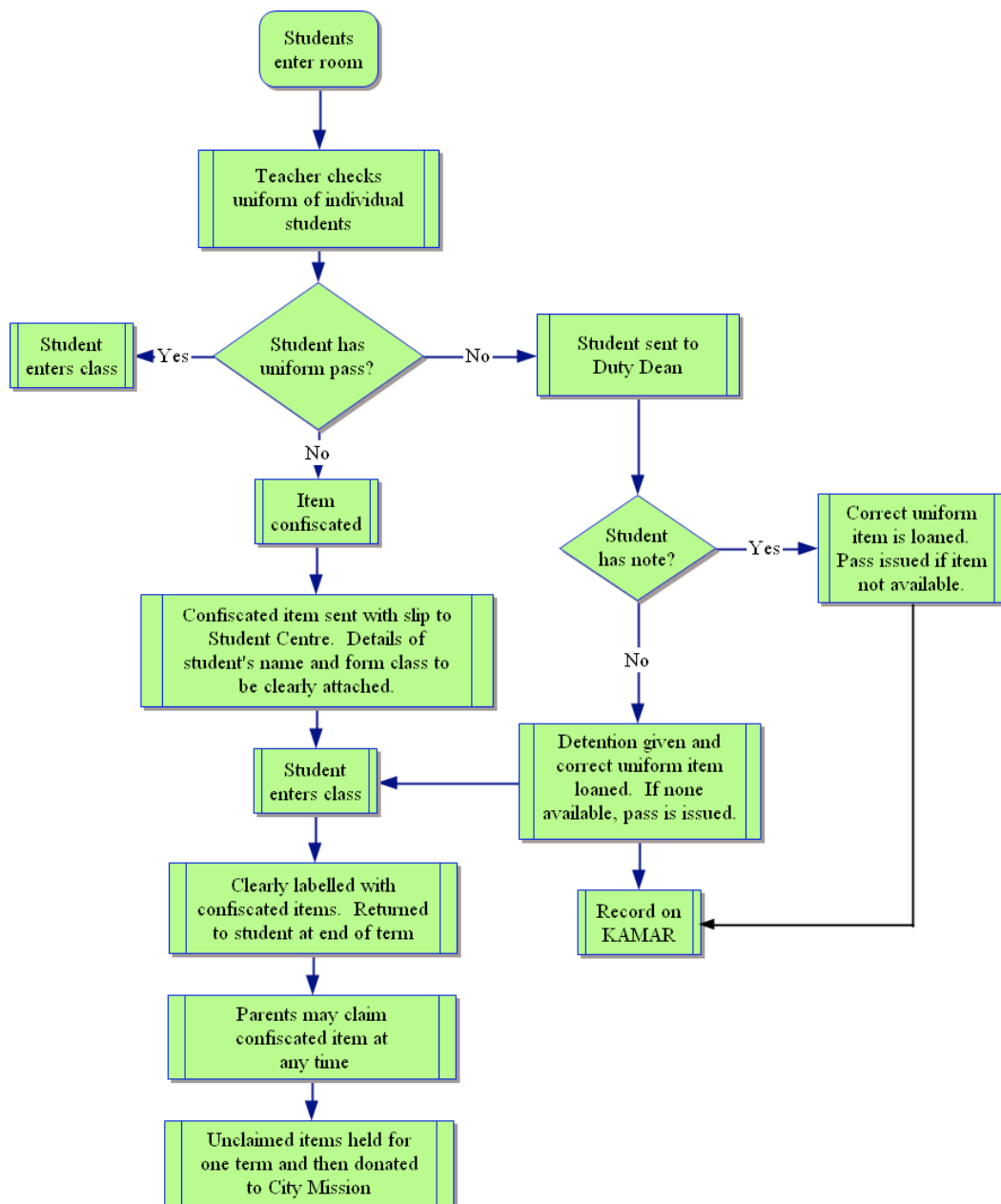
## 7.12 Student Lunch Pass

Requirements relate to Policy 7.2



## 7.13 School Uniform

Requirement: Students are required to be dressed according to School Uniform Policy 6.1. Teachers must monitor the uniform of their classes and Form Class and students at all times that uniform is being worn. Concerns to highlight are short black socks and t-shirts.





## 7.13.1 Uniform

### Boys

The official uniform for boys is a grey polo shirt embroidered with the Mount Albert Grammar School logo (available only from *The Schoolwear Shop*) and navy serge shorts, plain black leather lace-up shoes and black socks. Black or brown leather roman sandals with a heel strap may be worn without socks during the summer months (Terms 1 and 4). The school jersey is a compulsory uniform item but a school jacket may also be worn. Both items are purchased from *The Schoolwear Shop*. No other clothing is to be worn over the uniform. Jewellery (with the exception of a watch), caps or sports shoes may **not** be worn. Students may wear black long trousers. These are to be purchased from *The Schoolwear Shop* so that they are the correct type. Plain black lace-up leather shoes and black socks are to be worn with long trousers.

**Year 13 boys** wear a white polo shirt embroidered with the Mount Albert Grammar School logo (available only from *the Schoolwear Shop*). All other uniform requirements are as detailed above.

### Girls

The official uniform for girls is a white short-sleeved blouse embroidered with the school logo with a navy skirt worn just above knee level (both available only from *The Schoolwear Shop*). This is worn with plain black lace-up leather shoes and white socks. Black or brown leather roman sandals with a heel strap and low heels may be worn without socks during the summer months (Terms 1 and 4). Natural coloured or black stockings may be worn in winter. The school jersey is a compulsory uniform item but a school jacket may also be worn. Both items are purchased from *The Schoolwear Shop*. No other clothing is to be worn over the uniform. Jewellery (with the exception of a watch and one pair of small, plain, gold or silver ear studs), caps or sports shoes may **not** be worn. Students may wear black long trousers. These are to be purchased from *The Schoolwear Shop* so that they are the correct type. Plain black lace-up leather shoes and black socks are to be worn with long trousers. All hair accessories must be either navy, black or white in colour. Make-up and coloured nail polish are not permitted.

**Year 13 girls** wear a long navy skirt and blue short-sleeved blouse embroidered with the Mount Albert Grammar School logo (available only from *The Schoolwear Shop*). The school cardigan may be worn instead of the school jersey. Non-lace-up black leather shoes (not sports style) may be worn instead of lace-up shoes. Plain brown or black leather sandals (with a heel strap and low heel) may be worn in the summer months (Terms 1 and 4).

### Key Areas to Check

- Confiscate caps, beanies, jewellery and non-white/grey t-shirts. Confiscated items to appropriate Deputy Principal with name and form class of student.
- Check that black long trousers are correct – only those purchased from *The Schoolwear Shop* are to be worn.
- No sports shoes allowed.
- Non-regulation jackets and “hoodies” are to be confiscated.

## 7.14 Areas Out of Bounds

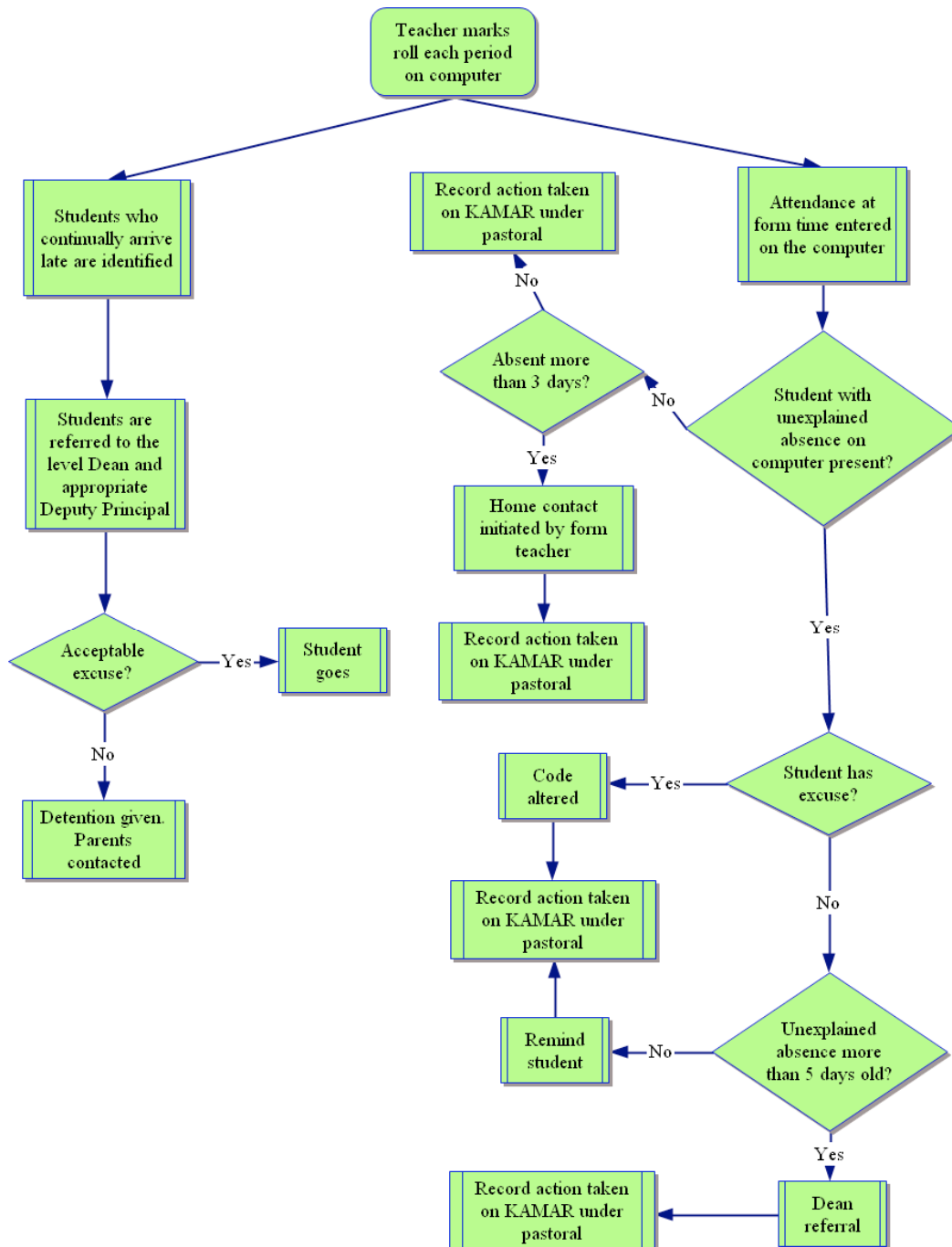
The following areas are out of bounds to all students except prefects. Duty teachers/prefects should ensure that students are not in these areas:

- The school foyer, except when going to an office there.
- The carparks at the front of the school and by the hall.
- The swimming pool carpark, except Year 13 students walking to the pool café at interval and lunchtime.
- The swimming pool, unless students are actually swimming.
- The front of the school, unless students are entering or leaving the school.
- The farm and horticulture areas at lunchtime and interval.
- Any area on the far side of the creek at lunchtime and interval.
- Towers Hall, except for Towers Hall students at approved times.
- No.1 fields, if signs are out.
- *Out of Bounds Area* as marked by RED line.
- E Block staff carpark.
- Classrooms without staff supervision.

# **8 Records and Reporting**

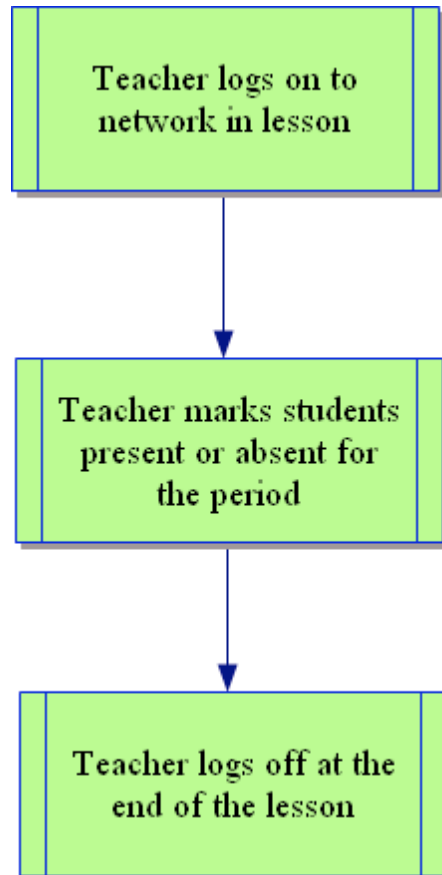
## 8.1 Attendance Procedures

Requirements relate to Policy 7.2



### 8.1.1 Attendance Procedures for Classroom Teacher

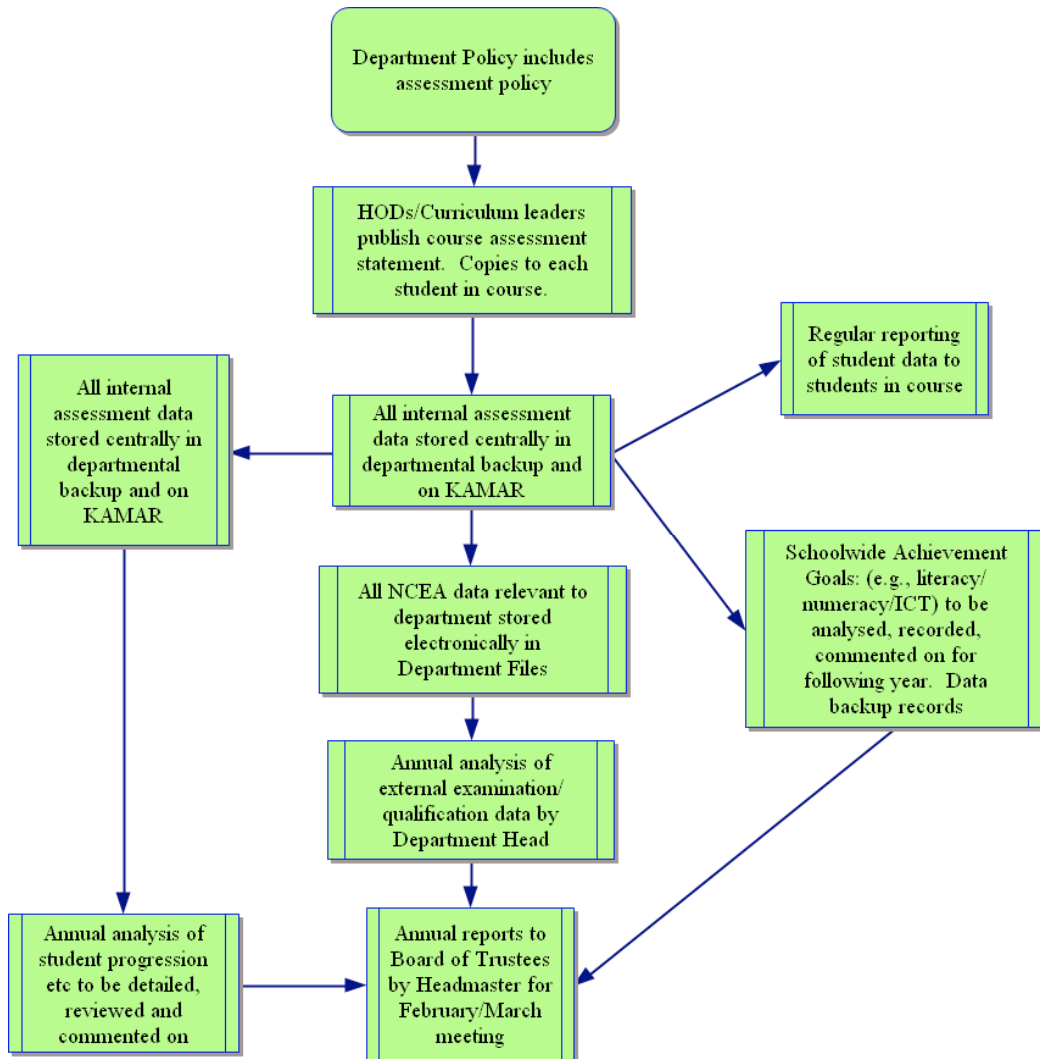
Requirements relate to Policy 7.2



## 8.2 Assessment

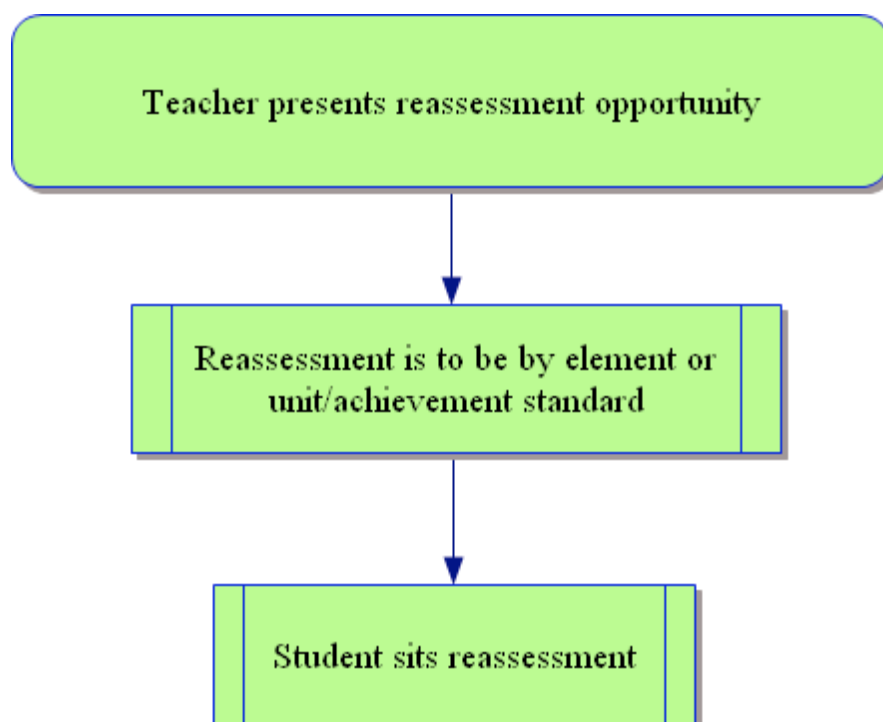
Requirements relate to Policy 2.11

For each course at each scholastic level



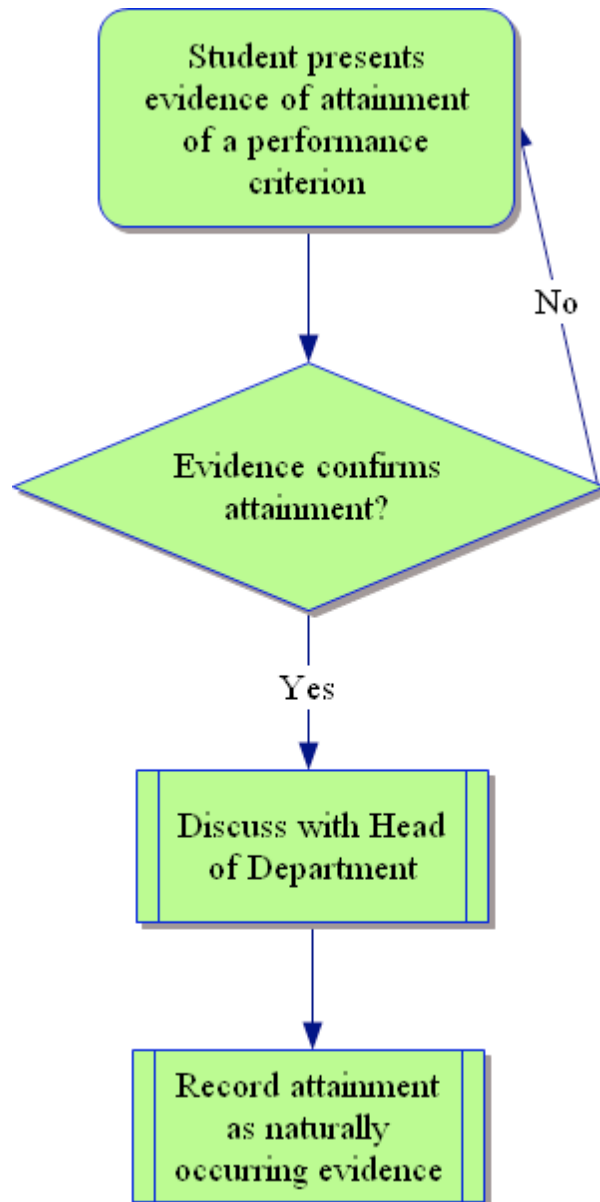
### 8.2.1 Reassessment for Standards

Requirements relate to Policy 2.18



### 8.2.2 Naturally Occurring Evidence

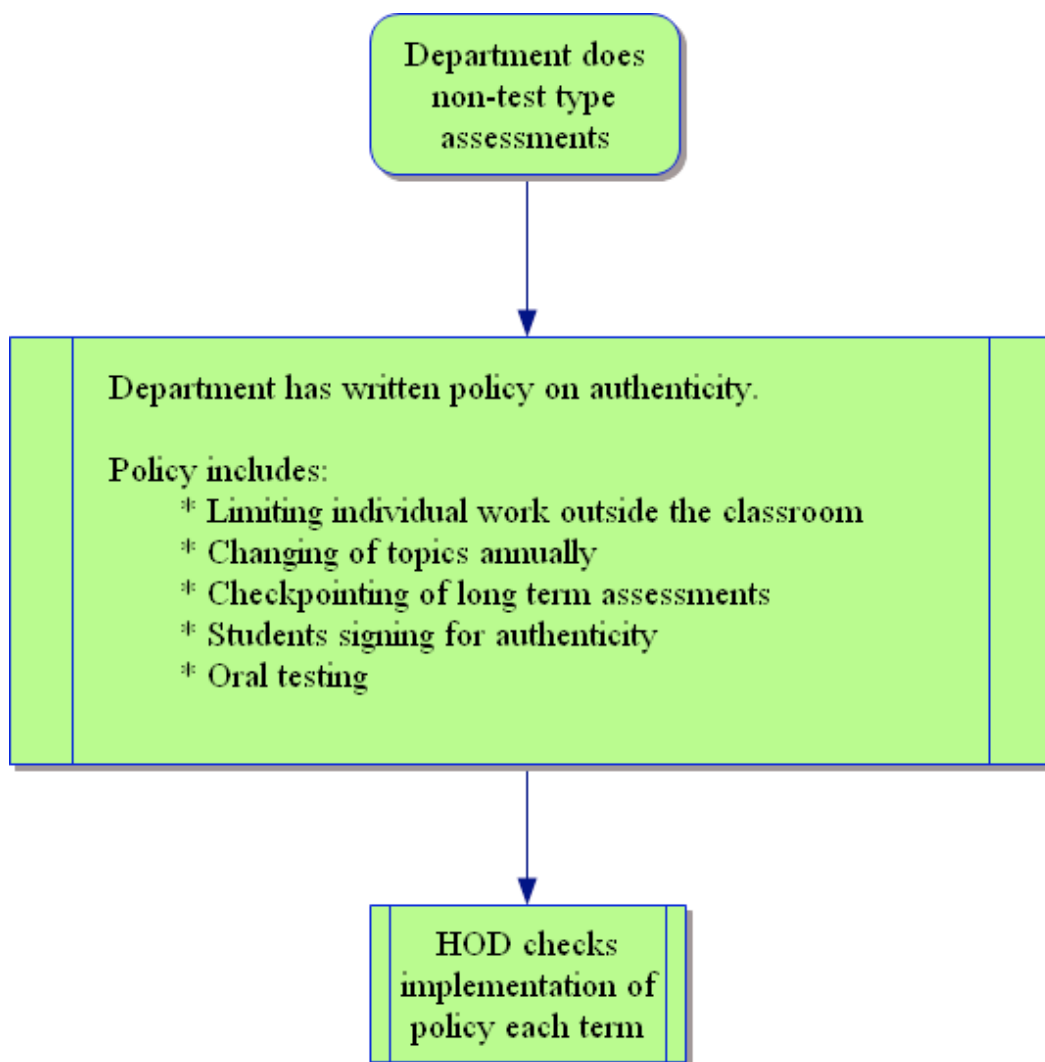
Requirements relate to Policy 2.11





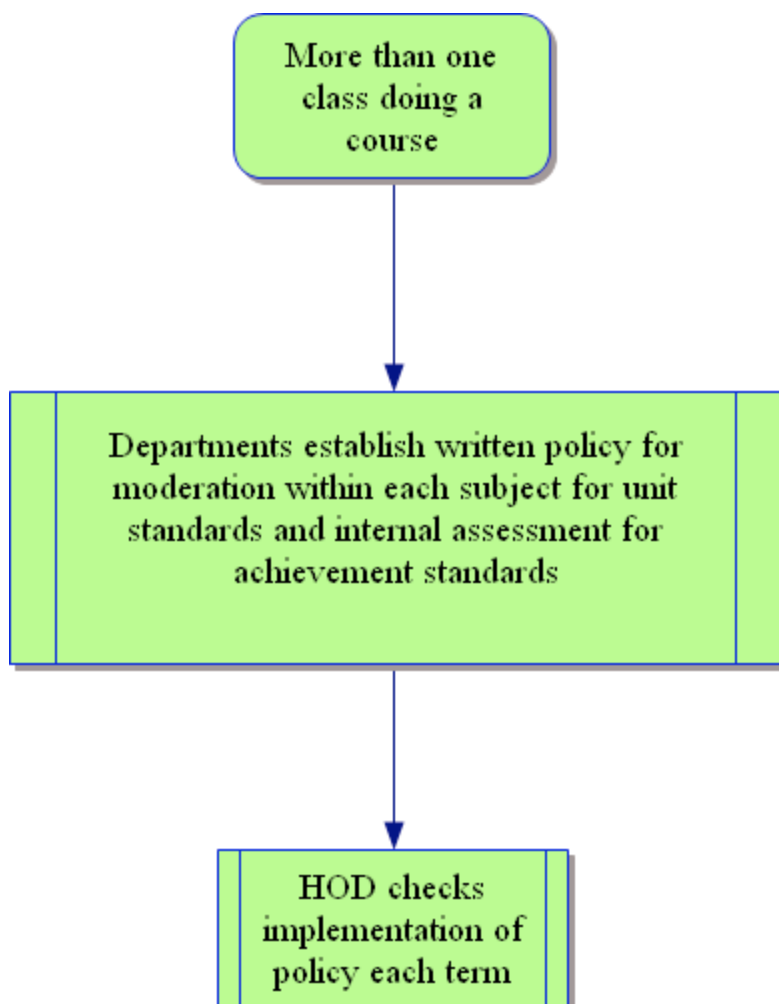
### 8.2.3 Authenticity of Student's Work

Requirements relate to Policy 2.11



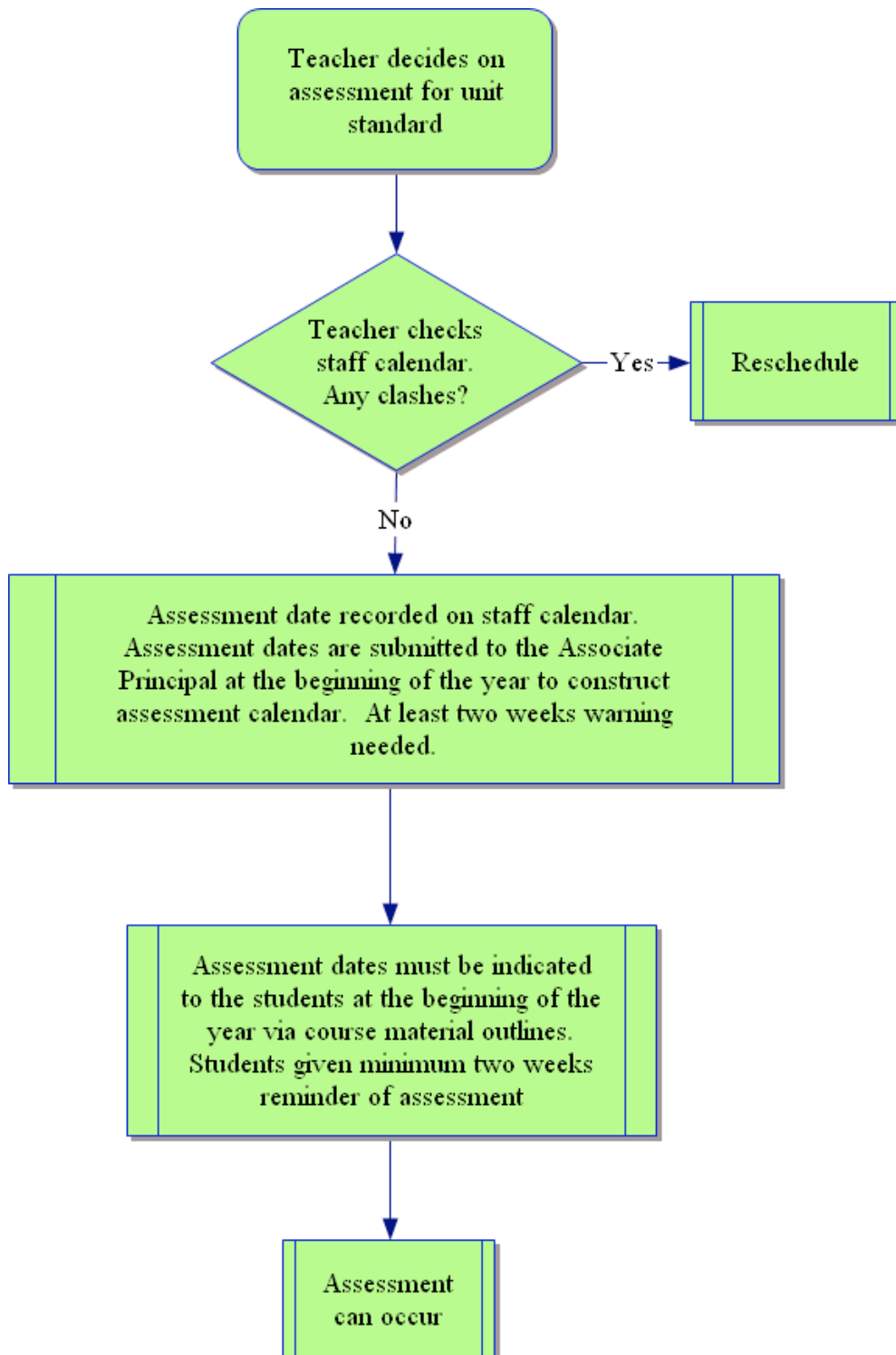
## 8.2.4 Moderation of Assessment

Requirements relate to Policy 2.11



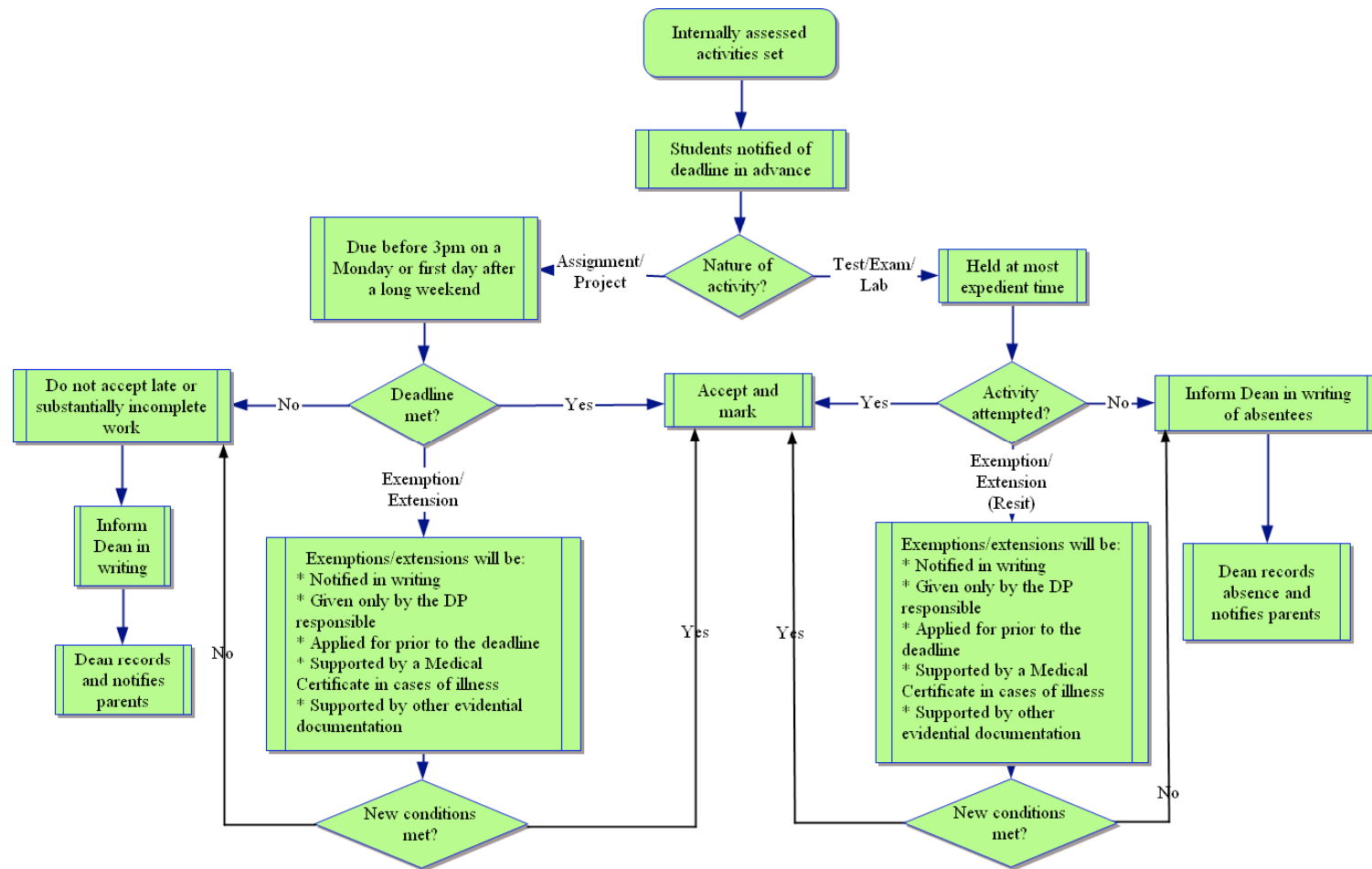
### 8.2.5 Notification of Assessment

Requirements relate to Policy 2.11



## 8.2.6 Internal Assessment Acceptance Procedure

Requirements relate to Policy 2.11



## **8.2.7 Exams**

Requirements relate to Policy 2.13

### **1. Quality Documents**

Exam papers are important documents and they need to reflect the commitment to quality that this school has. Exam papers must be typed and all pages numbered. The school crest and name, the date of the exam, and the time allowed should appear on the front cover. Footers and headers should occur to indicate the examination level on each page.

### **2. Subject**

All subjects must have examinations. The only exception is Physical Education at Years 9 to 11.

### **3. Accuracy and Neatness**

Accuracy and neatness are extremely important. Papers must be issued free of errors and alterations. Examinations must be checked by HOD.

### **4. Deadlines**

Deadlines must be met without exception.

### **5. Checksheet**

Examinations must have a check sheet attached, which it to be signed when typing, checking, photocopying and storage is done.

### **6. Time Allowed**

Mid-Year:	Juniors – 1 hour for options and 2 hours for core
	Seniors – 2 hours
End of Year:	Juniors – 2 hours
	Seniors – 3 hours

Exceptions to this timing will occur where indicated in national course statements.

### **7. Exam Supervision**

Staff should be vigilant and maintain a high standard of supervision.

### **8. Marking**

Marking should occur as soon as possible. HODs should have procedures in place to ensure moderation between markers.

### **9. Means**

Means for each junior subject are to be approved by the Deputy Principal in charge of assessment. Means for core subjects at Years 9 and 10 should be 55%.

### **10. Return of Scripts**

Scripts should be returned to students after HOD has approved the marks.

## **11. Absence from Exams**

Students who are absent from an exam will be given a mark of zero or Not Achieved unless the Deputy Principal in charge of assessment gives approval for a mark to be assessed.

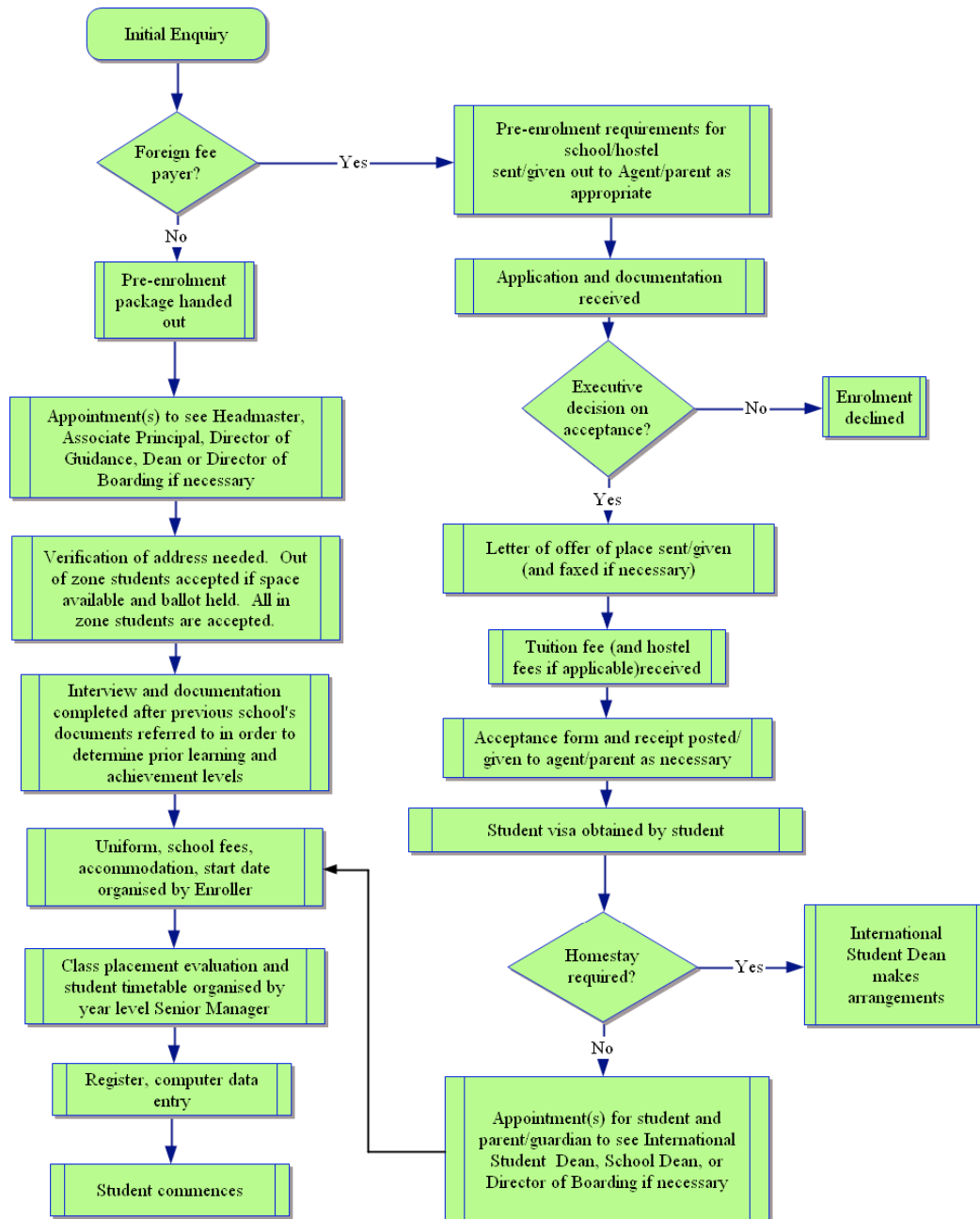
Students who fail to sit examinations and who do not bring a note explaining their absence will receive an after school detention for every hour of examination not attended.

All staff are to return student examination attendance information to the Student Centre promptly to enable lists of absent students to be drawn up.

Students who fail to attend examinations/assessments place in jeopardy their continued academic progress through the school.

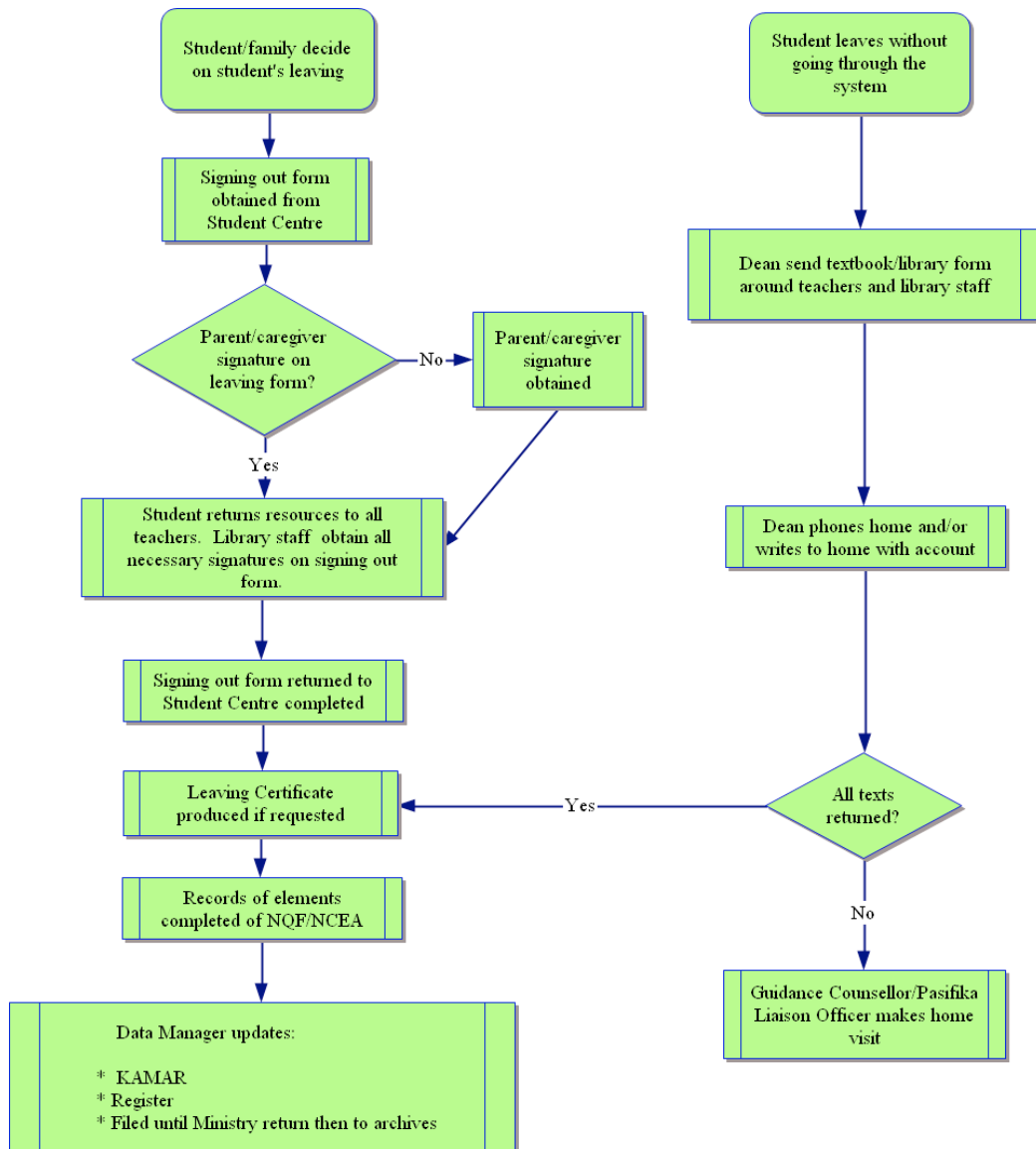
## 8.3 Enrolment Procedure

Requirements relate to Policy 7.1



## 8.4 Leaving

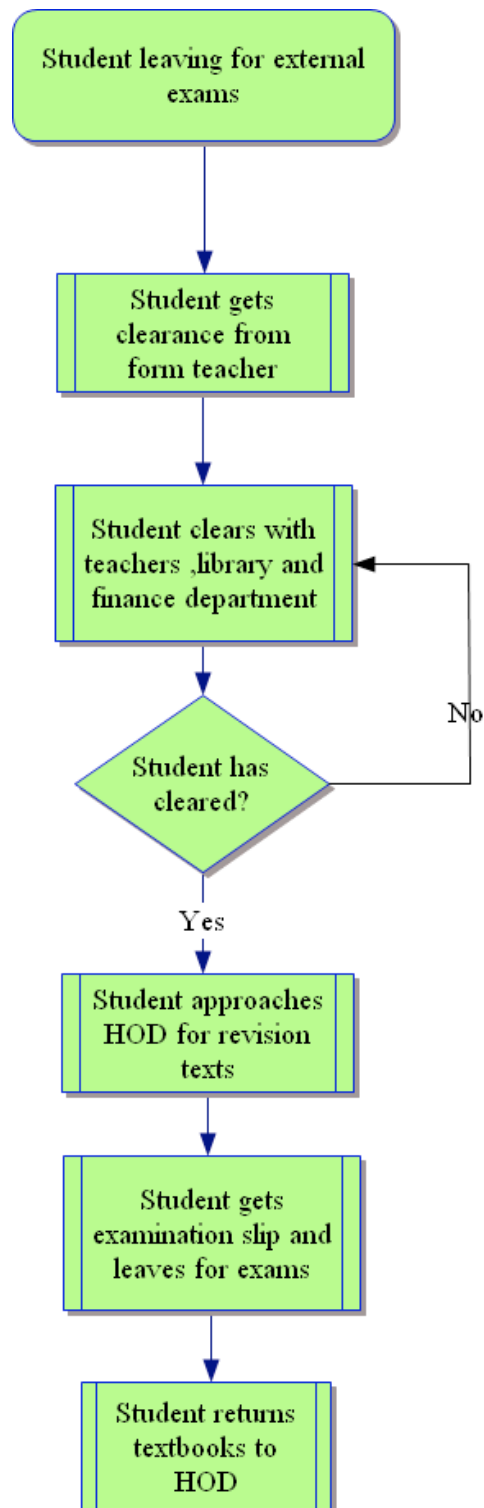
Requirements relate to Policy 9.1





### 8.4.1 Textbook Return

Requirements relate to Policy 9.1



## **8.5 Report Writing**

### **1. Quality Documents**

Reports are important documents and they need to reflect the commitment to quality that this school has. Reports must be of a high standard to indicate our high level of professionalism.

### **2. Homework**

A comment on homework must be made on all reports.

### **3. Accuracy and Neatness**

Accuracy and neatness are extremely important. Reports must be issued free of errors and alterations. Please check your comments carefully. Make sure the student's name is used in the first comment.

### **4. Deadlines**

Deadlines must be met without exception.

### **5. Colour**

Black pen or black ink is to be used for all written or typed parts of reports. There will be no exceptions and transgressions will have to be rewritten.

### **6. Examination Marks**

All JUNIOR subjects must have a percentage mark for all assessments. Examination marks should be cleared with the Deputy Principal in charge of assessment before reporting. All marks should be out of 100 (write as a percentage). Place in class for subjects is to be based on mark decided by HODs – either exam mark or total mark. SENIOR subjects will be reported using Standards Based Assessment.

### **7. Form Teachers**

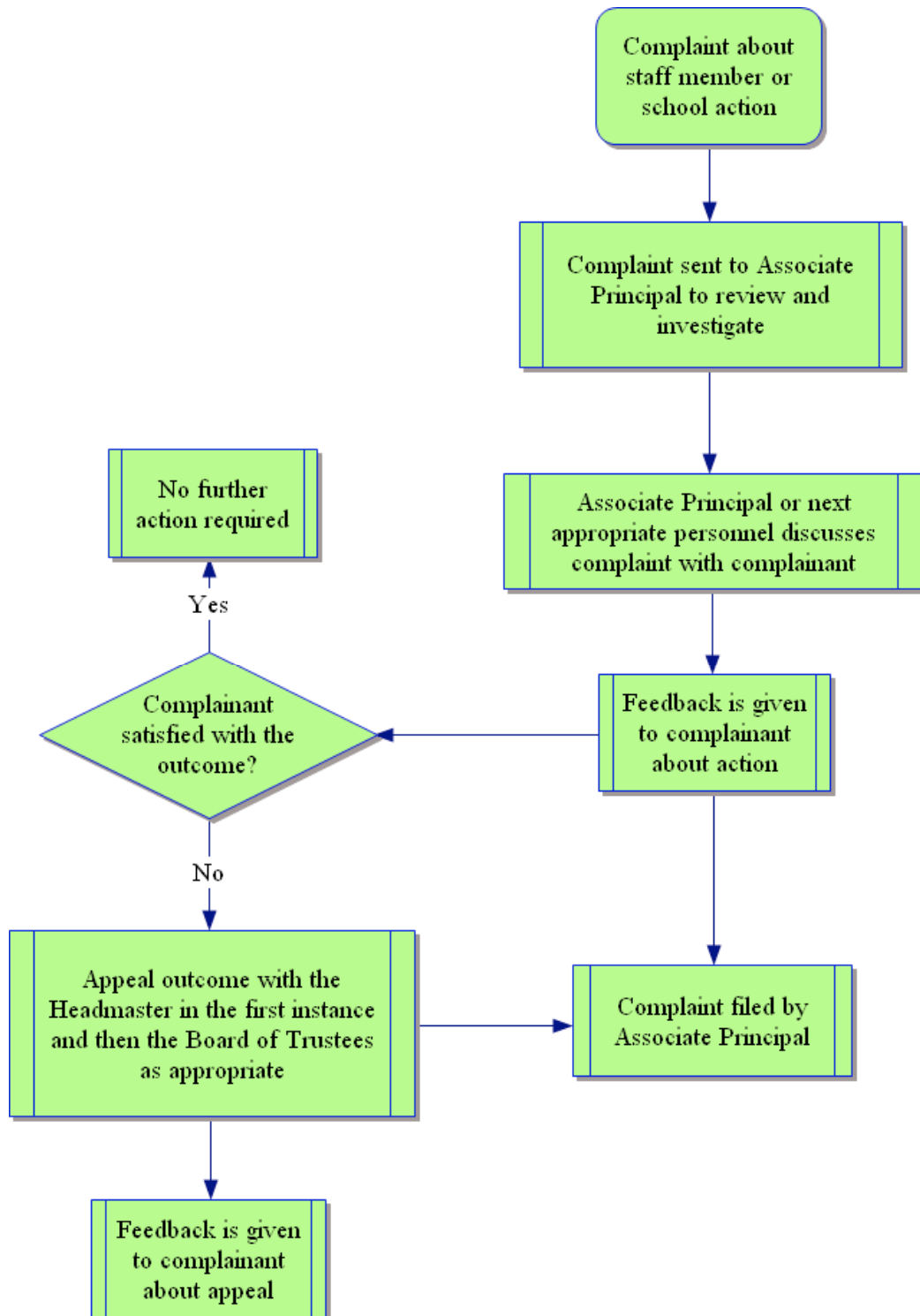
See form teacher report procedure.

### **8. Report Manual**

Teachers are issued with a Report Manual at the time of writing their first round of reports. Reference is made to details such as deadlines, comment formats, procedures and steps to entering data on KAMAR.

## 8.6 Complaints Procedure

Requirements relate to Policy 12.5



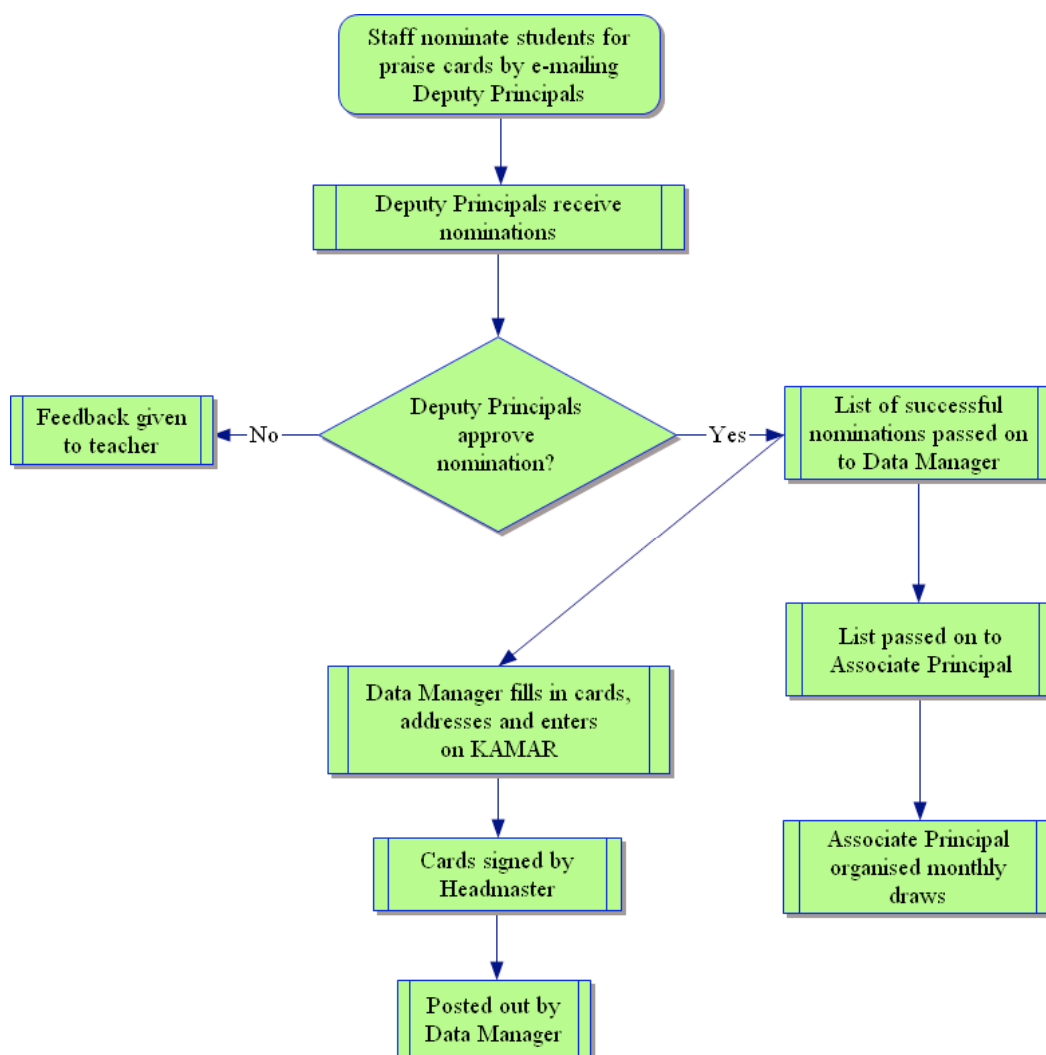
## 8.7 Control of Quality Records

Record Title	Related Procedure	Indexed By	Filed By	Storage Method	Minimum Access Level	Disposal	Policy
ACC Forms	Staff Injury	Name	Business Manager	Business Manager office	Teacher	5 years	10.5
Accountability Statements	Annual School Review	Dept Name	Associate Principle	Assoc Principle office	HOD	Annual	1.8
Achievement Statements	Annual School Review	Dept Name	Associate Principle	Assoc Principle office	HOD	Annual	1.8
Admissions	Enrolment	Name	Enrolment Officer	Computer	Enrolment Off	Indefinite	7.1
Annual Accounts	Financial Management	Date	Business Manager	Finance Office	Teacher	7 years	8.1
Application Form	Community use of school prop	Org name	Headmaster's PA	PA office	Caretaker	Annual	10.1
Appointment Form	Guidance Appt System	Name	Counsellor/St Cent	Counsellor/Stud Centre		Annual	5.1
Appointment Form	Careers Appt System	Name	Careers Adv/StCent	Careers office/Stud Cent	Careers Adv	Annual	5.6
Asst Teacher Job Description	Asst Teacher Job Description	Name	Assoc Principal	Assoc Principal office	Teacher	Leaving	3.1
Attendance Records	Form Teacher Prof Roles	Form Name	Attendance Officer	Computer	Form Teacher	7 years	7.2
Board of Trustees reports	Board of Trustees Oversight	Date	Headmaster	PA office	Headmaster	Indefinite	
Board of Trustees Suspensions	Suspensions	Date	Headmaster's PA	PA office	Teacher	Indefinite	6.7
Budget Request Forms	Setting Budgets	Department	Business Manager	Business Manager office	HOD	2 years	8.1
Building Warrant of Fitness	Maintenance and Property	Name	Business Manager	Business Manager office	Prop Manager	Indefinite	10.1
Bursary Claims	Assessment	Date	Headmaster's PA	PA office			2.11
Disciplinary Records	Student Discipline	Name	Deputy Principal	Student File/Computer	Teacher	5 years	6.4
Complaints Records	Complaints	Date	Associate Principal	Assoc Principal office	Teacher	7 years	12.5
Daily Absence Returns	Attendance	Form Name	Attendance Officer	Student File/Computer	Teacher	Leaving	7.2
Departmental Records	Assessment	Class Name	Teacher	Departmental office	Teacher	Annual	7.6
Detention Forms	Discipline	Date	Student Centre	Conduct recorded	Student Centre	Termly	6.4
Discipline	Student Discipline	Name	Teacher		Teacher	Leaving	6.4
Enrolment Forms	Enrolment	Name	Enrolment Officer	Student File/Computer	Teacher	Leaving	7.1
EOTC Forms	Education Outside Classroom	Title	Associate Principal	Assoc Principal office	Teacher	Annual	2.8
Education Review Office Reports	Curriculum Implementation	Date	Headmaster	PA office	Teacher	Indefinite	2.1
Examination Results	Assessment	Name	Teacher	Student File/Computer	Teacher	Leaving	2.11
Financial Assistance NZQA	Assessment	Name	Student Centre	Student Centre	Teacher	Annual	2.11
Gymnasium Hire	Community use of school prop	Date	Property Manager	Property Manager office	Teacher	Annual	10.1
Head of Department Job Description	HOD Job Description	Name	Associate Principal	Assoc Principal office	HOD	Leaving	3.1
Internal Audit Records	Internal Audit	Date	Quality Controller	Quality Controller office	Teacher in chg	2 years	1.8
Invoices	Financial Management	Date	Finance Officer	Finance Officer office	Teacher	7 years	8.1
Leaving Forms	Leaving	Name	Student Centre	Student File/Computer	Teacher	Leaving	7.2
Maintenance Required Form	Maintenance and Property	Name	Property Manager	Property Manager office	Caretaker	Dealt with	10.1
Ministry Report From	Suspensions	Name	Headmaster's PA	PA office	Teacher	Annual	6.4
Minutes HOD Committee	Curriculum Change	Date	Curriculum Co-ord	Curriculum co-ord office	HOD	Indefinite	2.1
Monthly Accounts	Financial Management	Date	Finance Officer	Finance Officer office	Teacher	7 years	8.1
NZQA Results	Assessment	Name	Headmaster's PA	PA office	Teacher	Indefinite	2.11
NZQA/Min of Educ Doc Control	Curriculum Implementation	Subj Name			Teacher	Indefinite	2.1

Record Title	Related Procedure	Indexed By	Filed By	Storage Method	Minimum Access Level	Disposal	Policy
Order Forms	Financial Management	Date	Finance Officer	Finance Officer's office	Teacher	7 years	8.1
OSH Forms	Staff Injury	Name	Nurse	First Aid Room	Teacher	5 years	10.5
Overseas Student Enrolment	Enrolment	Name	Enrolment Officer	Student Centre	Teacher	Leaving	7.1
Parent Interviews – Pasifika Students	Guidance Appointments	Name	Pasifika Liaison Off	Pasifika Office	Pasifika Off	Leaving	5.1
Parent Interviews	Guidance Appointments	Name	Counsellor	Counsellor office	Guidance/HM	Leaving	5.1
Parental Permission Form	Off-site Work-based Systems	Title	Careers Admin	Careers office	Careers Adm	Annual	5.6
Permanent Lunch Pass	Lunch Pass	Name	Student Centre	Student File	Teacher	Annual	
Permission Slips	Student Car/Motorbike	Name	Assoc/Dep Princ	Deputy Principal office	Teacher	Annual	11.3
Policy Manual Update	Quality Assurance	Name	Headmaster	PA office	General	Indefinite	1.1
Professional Development Form	Professional Dev Application	Title	Dir of Prof Devpt	Dir of PD office	Teacher	Annual	1.5
Property Maintenance	Maintenance and Property	Alphabetical	Headmaster	PA office	Headmaster	Indefinite	10.1
QA Audit Form	Quality Audit	Audit Date	Quality Manager	Quality Manager office	Teacher	3 years	1.8
QA Manual Update	Quality Assurance	Name	Headmaster	PA office	General	Indefinite	1.3
Secondary Provider Contracts	Secondary Provider Selection	Title	Careers Admin	Careers office	Careers Adm	Annual	2.1
Sick Bay Register	Student Injury or Illness	Name	Nurse	First Aid Room	Teacher	Indefinite	10.5
Sport Selection Form	Student Extra-curricular	Teacher i/c	Teacher	Teacher's files	Coach	Annual	4.1
Staff Accountability Statement	Continued Staff Development	Name			Employee	Annual	1.5
Staff Appraisal Form	Staff Appraisal	Name	HM/Business Mngr	PA/Bus Manager office	Staff Member	Leaving	1.4
Staff Files	Data – Staff	Name	HM/Business Mngr	HM/Bus Manager office	Staff Member	Leaving	9.1
Staff References	Appointments	Name	HM/Business Mngr	HM/Bus Manager office	Staff Member	Indefinite	3.1
Staff Service Records	Data – Staff	Name	HM/Business Mngr	HM/Bus Manager office	HM/Bus Mngr	Leaving	9.1
Student Subject Selection Forms	Subject Selection	Form Level	Student Centre	Student Centre	Student	Annual	
Student Commitment Forms	Student Extra-curricular	Name	Student Centre	Student File	Coach	Leaving	4.1
Student Contracts	Suspensions	Name	Headmaster's PA	PA office	Teacher	7 years	6.4
Student Files	Data – Students	Name	Student Centre	Student Centre	Teacher	Indefinite	9.1
Student Interviews – Pasifika Students	Guidance Appointments	Name	Pasifika Liaison Off	Pasifika Office	Pasifika Off	Leaving	5.1
Student Interviews	Guidance Appointments	Name	Counsellor	Counsellor office	Guidance/HM	Leaving	5.1
Student Reports	Report Writing	Name	Teacher	Student File/Computer	Teacher	Leaving	7.6
Supervisor's Report Form	Employment Interview System	Course name	Careers Advisor	Careers office	Student	Annual	5.6
Suspension Letter	Suspensions	Date	Headmaster's PA	PA office	Teacher	Leaving	6.4
Suspensions	Suspensions	Date	Headmaster's PA	PA office	Teacher	Indefinite	6.4
Teacher Markbooks	Assessment	Name	Teacher	Teacher room	Teacher	Annual	7.6
Testimonials	Leaving	Name	Student Centre	Student file/Computer	Teacher	Indefinite	
Timesheets	Support Staff Wages	Name	Business Manager	Business Manager office	Staff Member	7 years	
Towers Hall Enrolments	Enrolments	Name	Enrolment Officer	Student file/Computer	Teacher	Leaving	7.1
Tutor Appraisal Forms	Course Evaluation	Course name	Comm Ed Co-ord	Comm Ed office	Tutors	7 years	3.10
Unit Standard Results	Unit Standard Assessment	Name	Teacher	Tchr's assessment record	Teacher	Annual	2.11
Vehicle Pass	Vehicle/transport	Name	Deputy Principal	Deputy Principal office	Teacher	Annual	11.3

## 8.8 Praise Cards

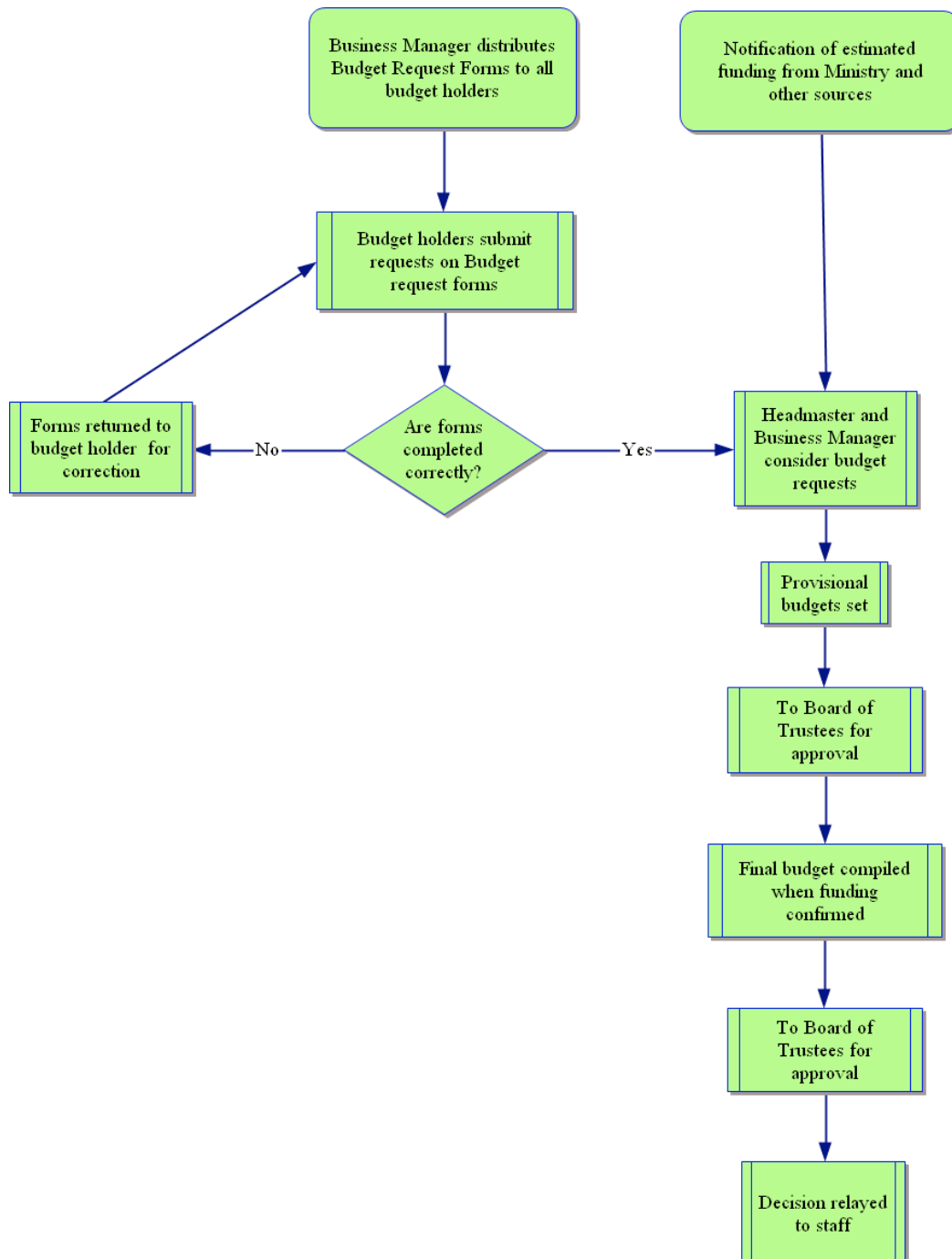
Students who perform at an excellence level within the school environment may be nominated for a Praise Card.



## **9 Finance**

## 9.1 Setting Budgets

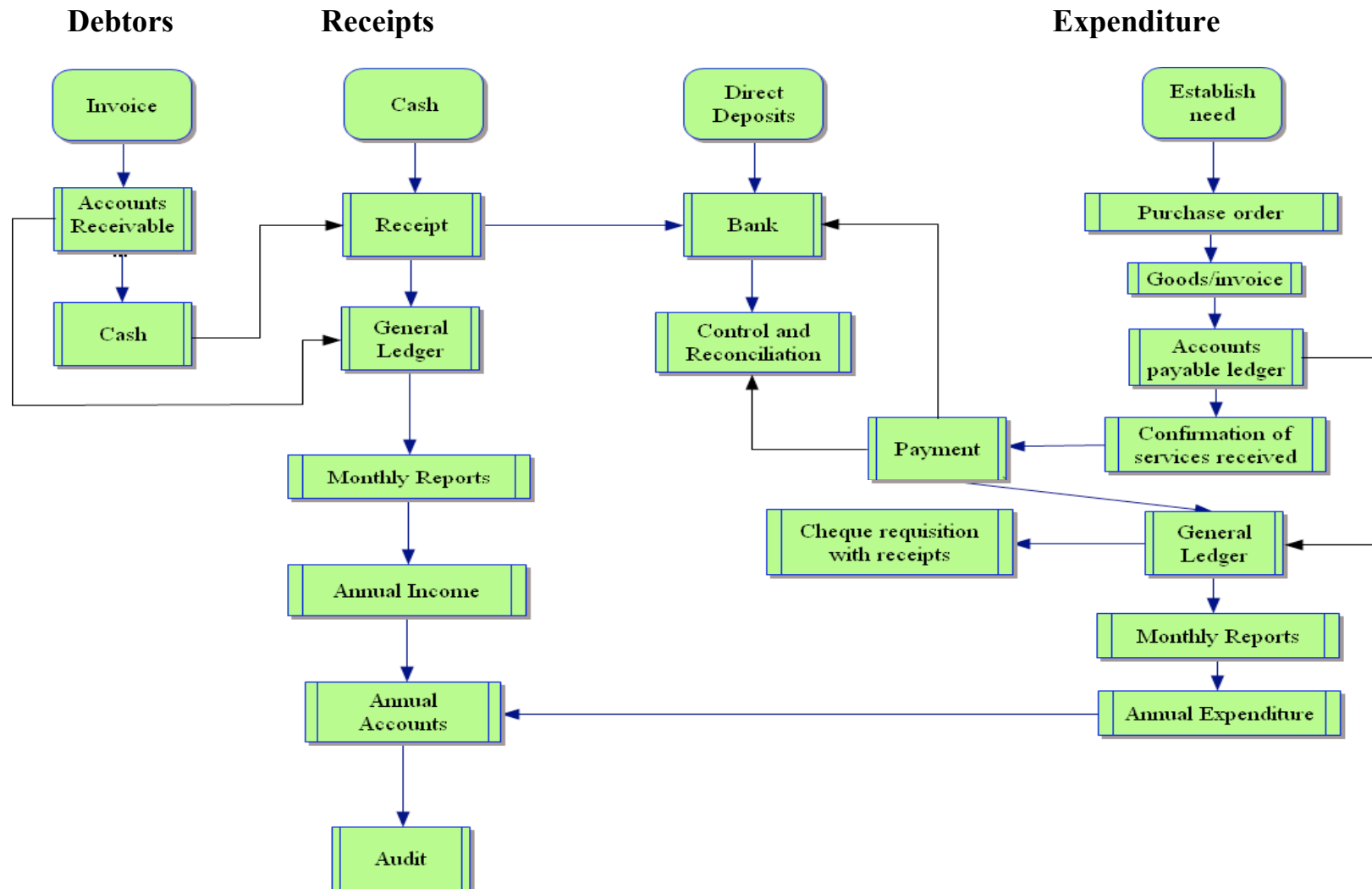
Requirements relate to Policy 8.1





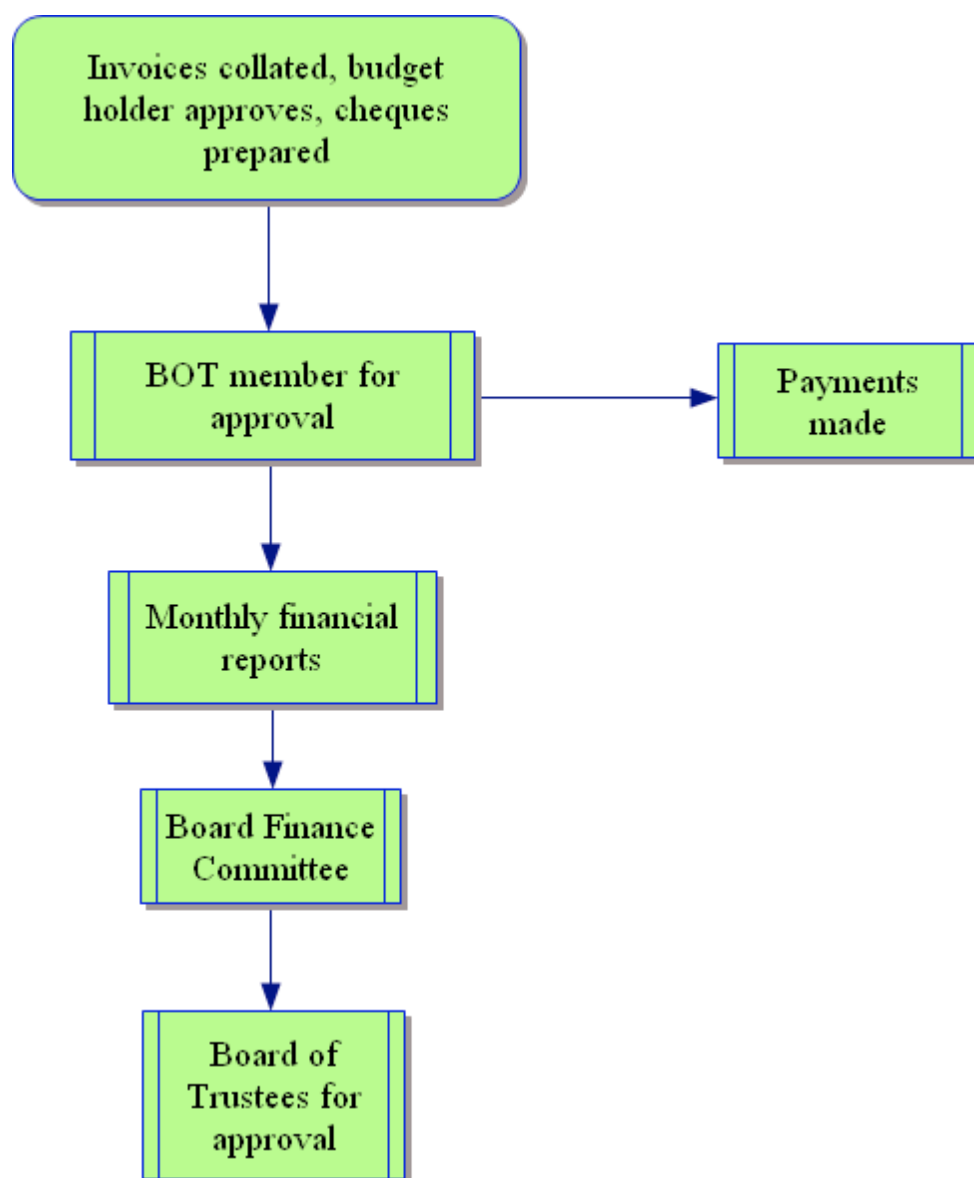
## 9.2 Financial Management Procedure

Requirements relate to Policy 8.1



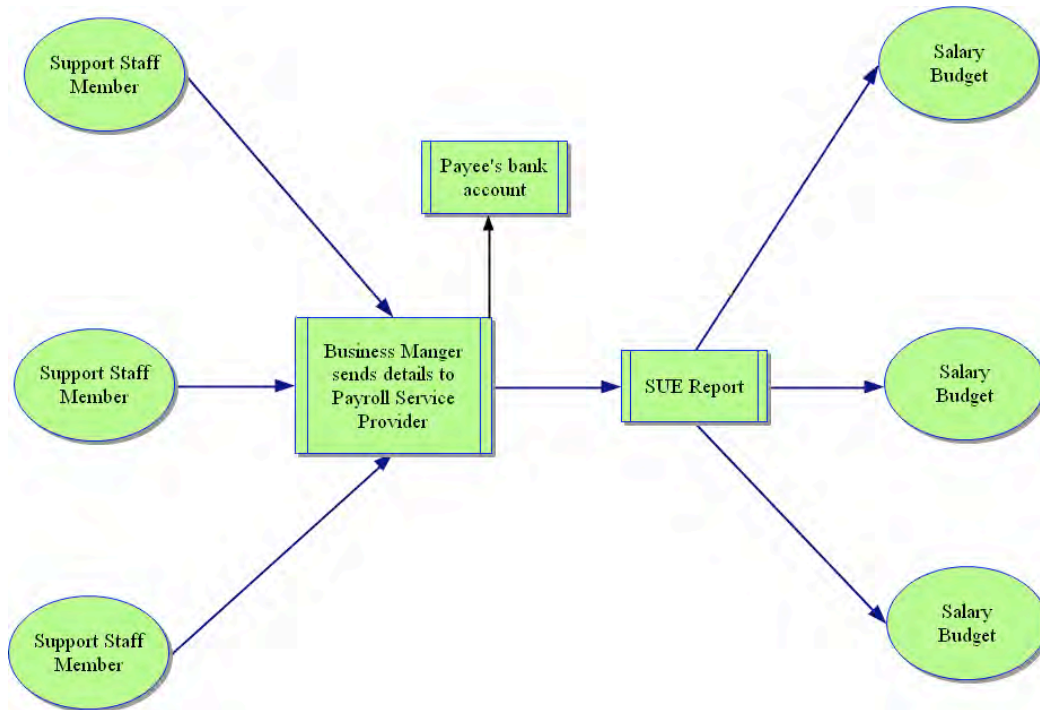
### 9.3 Board of Trustees Oversight of Finance

Requirements relate to Policy 8.1



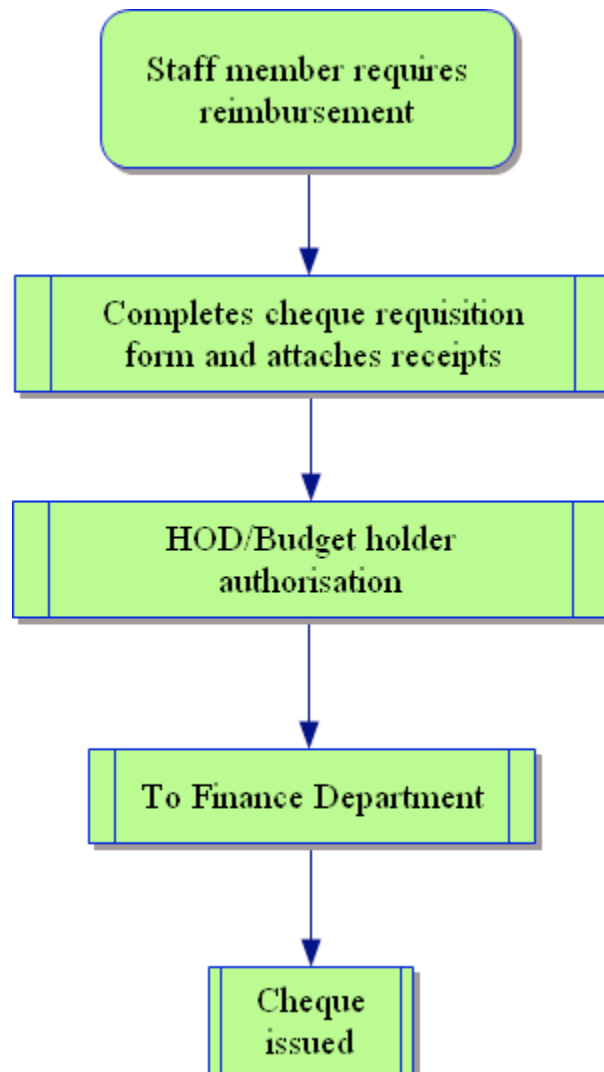
## 9.4 Support Staff Salaries

Requirements relate to Policy 8.1



## 9.5 Staff Requiring Reimbursement

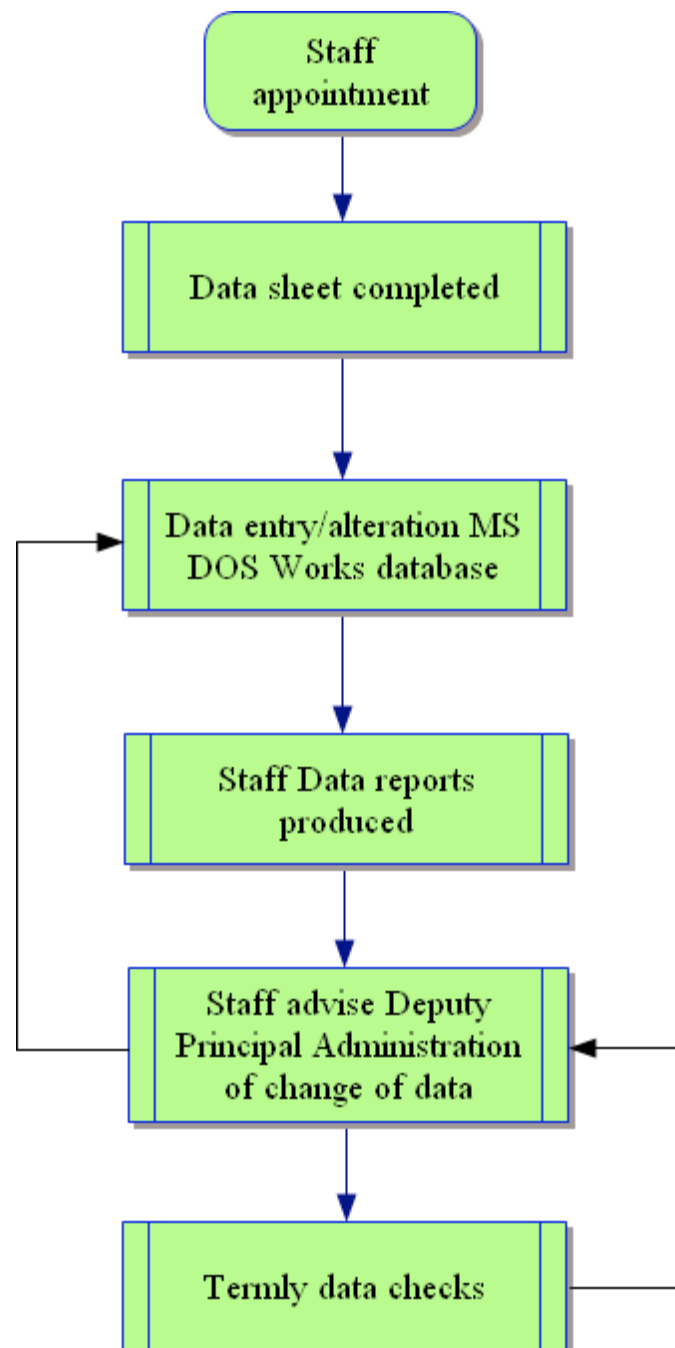
Requirements relate to Policy 8.1



# 10 Data

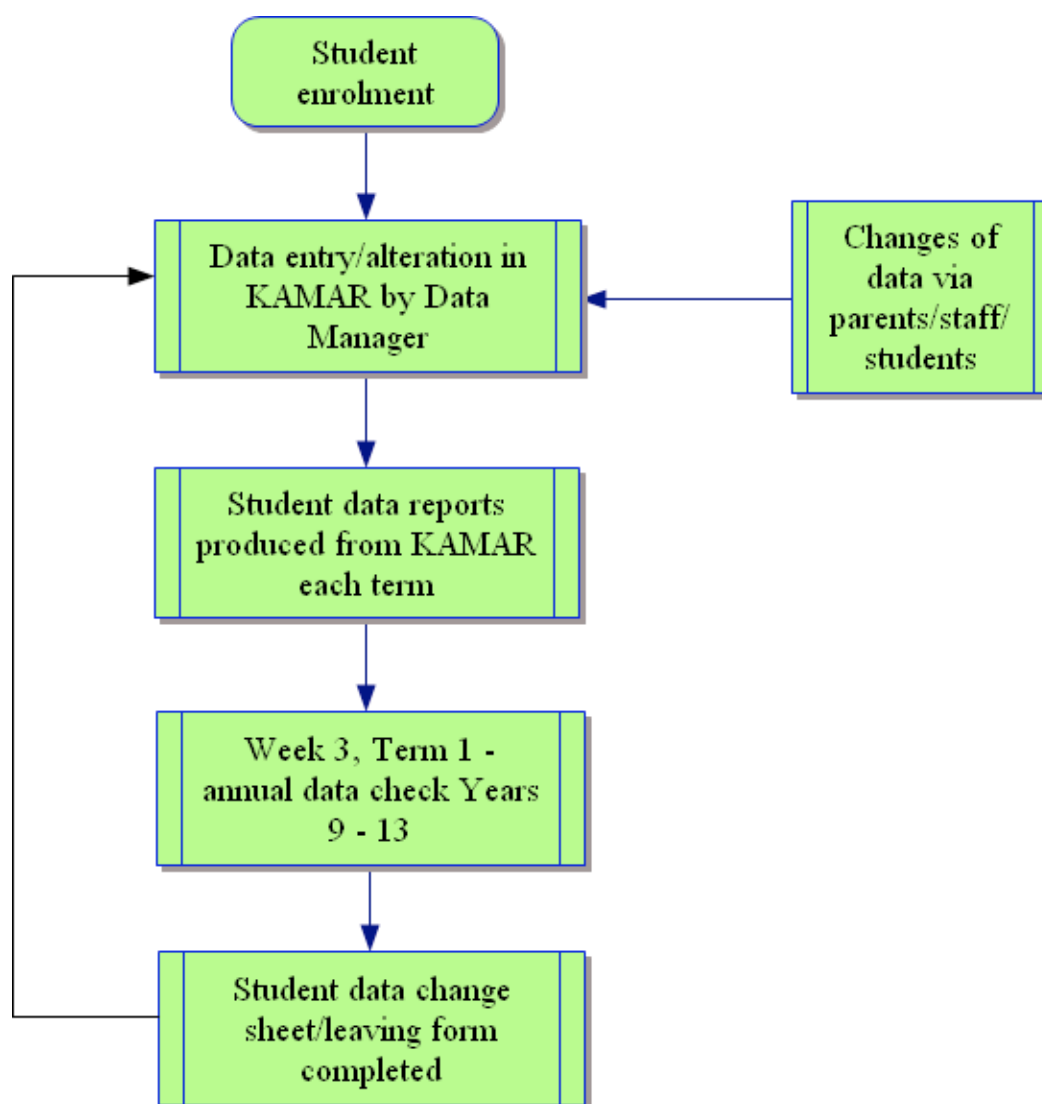
## 10.1 Data – Staff

Requirement: As a good employer the school needs to maintain an up-to-date database of its staff, to be used in reporting as necessary to the Ministry of Education. The database is also available for staff use. Under the terms of the Privacy Act, it is not for public use.

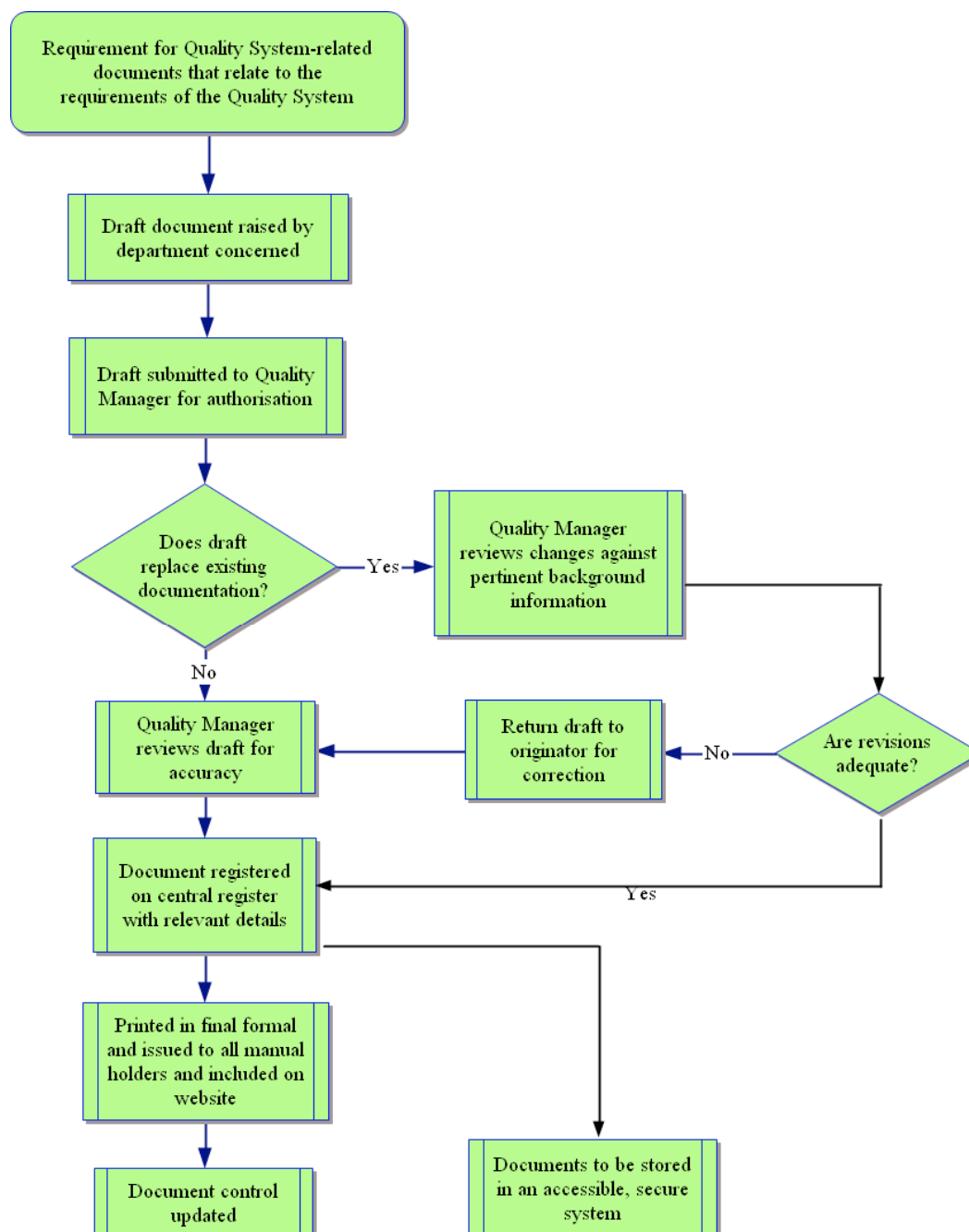


## 10.2 Data - Students

Requirement: It is a Ministry of Education requirement that a student database be maintained to be used for reporting as necessary to the Ministry and for constructing electoral rolls of parents and caregivers. Under the terms of the Privacy Act, it is not for public use.



### 10.3 Document Control Procedure and Guidelines





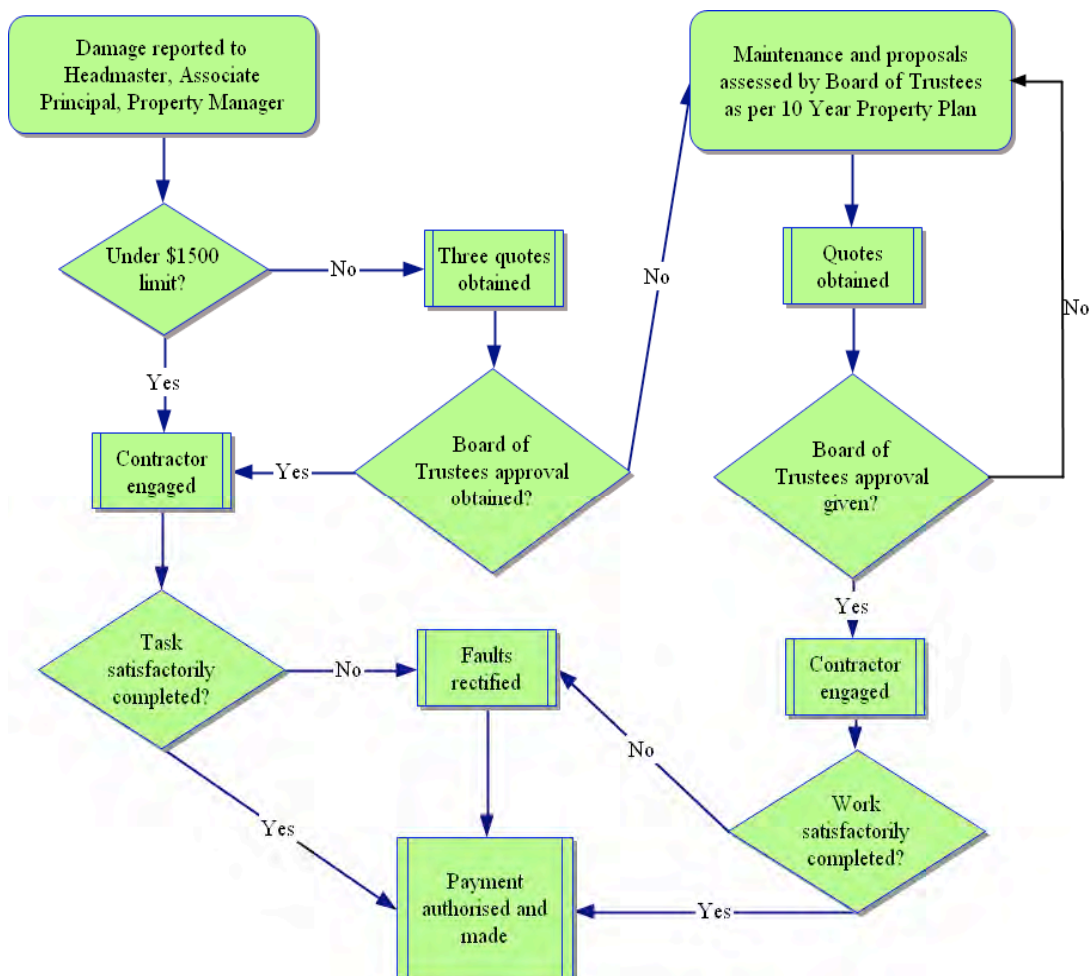
# **11 Environment**

## 11.1 Maintenance and Property

Requirement: it is the policy of the Board of Trustees to maintain property at the highest possible standard to provide the best possible environment for teaching and learning.

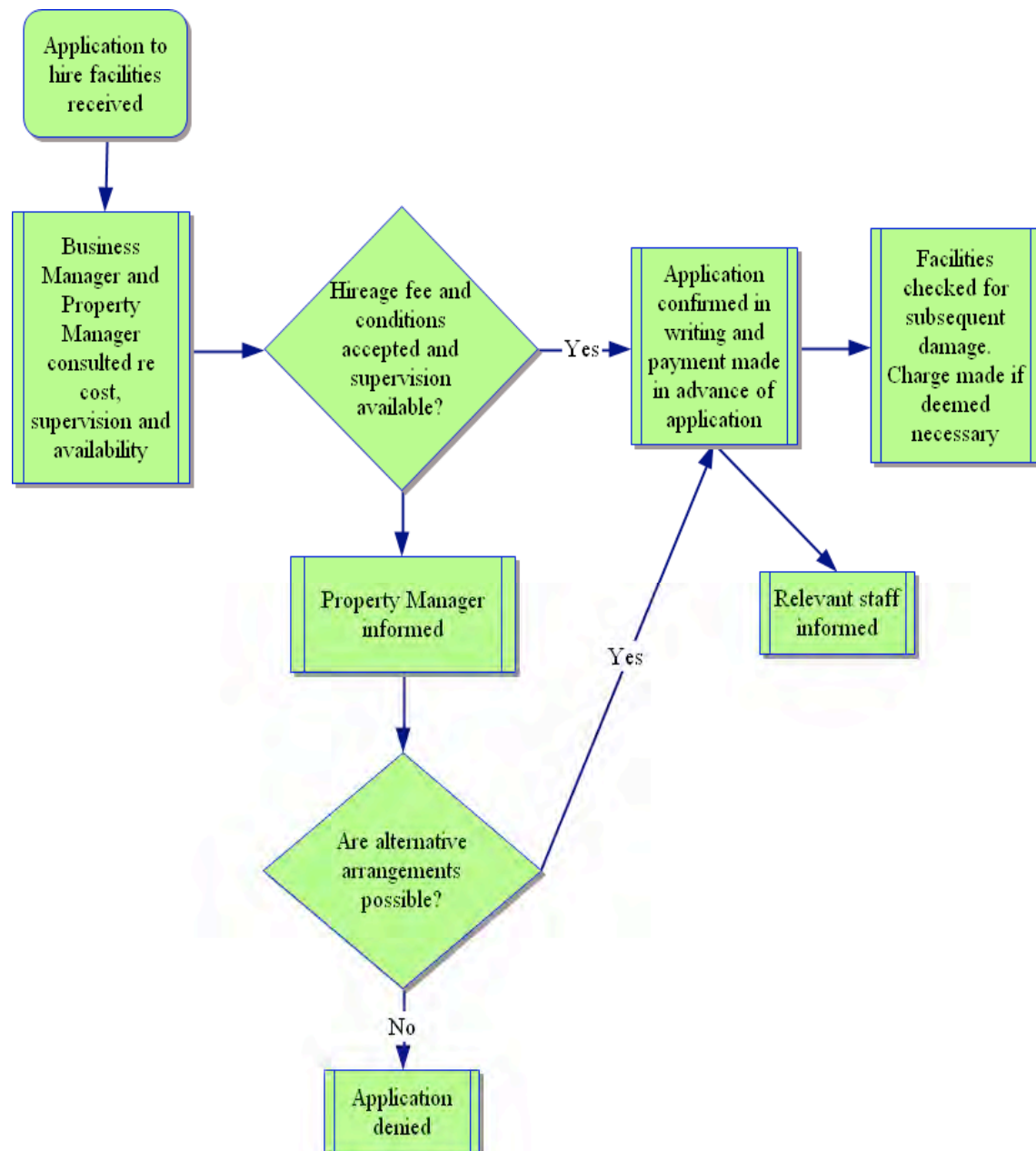
### Damage

### Maintenance and Proposals



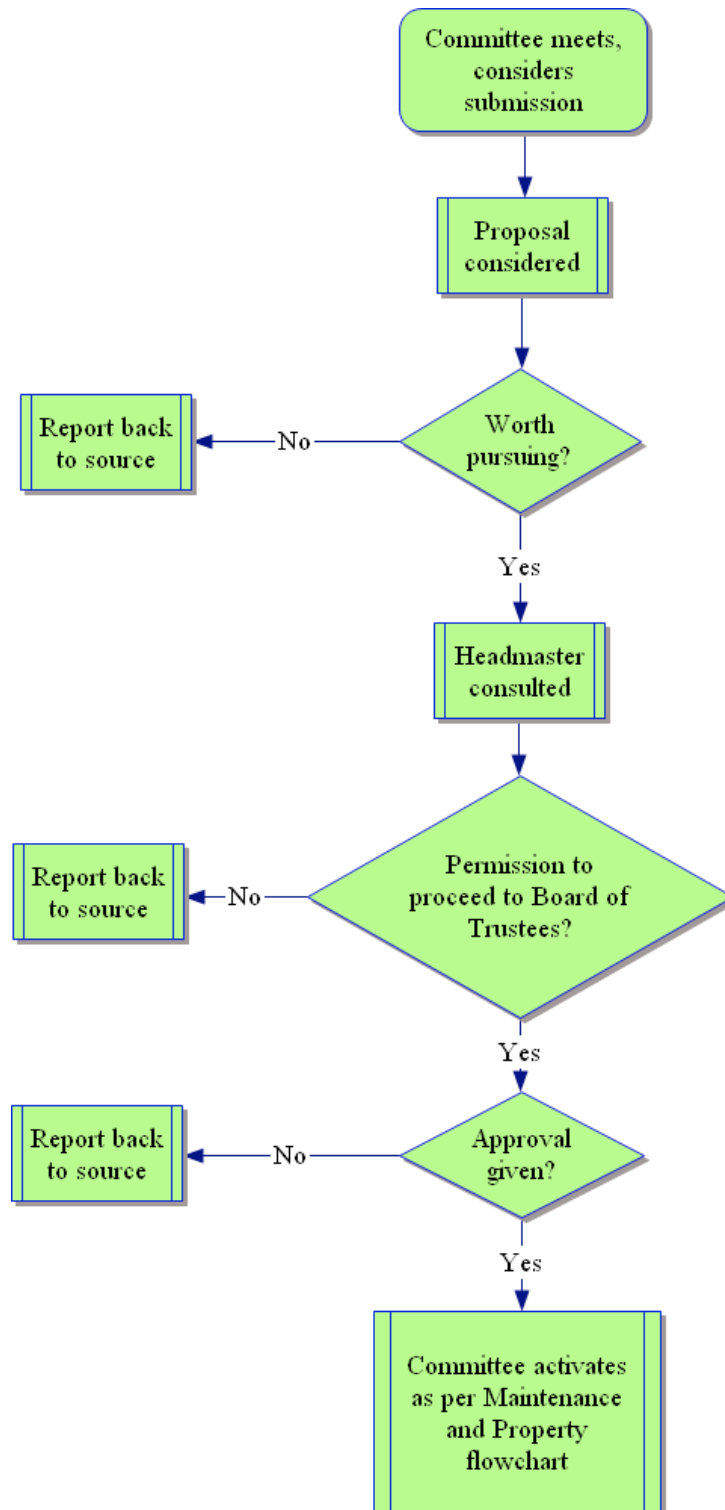
## 11.2 Community Use of School Property

Requirement: The Board of Trustees encourages community usage of school facilities on the basis that the following procedures are adhered to.



### 11.3 Procedure re Environmental Committee

Requirement: The Staff Environmental Committee meets periodically. Its task is to work with the Board of Trustees in planning goals and effecting improvements.



## **11.4 Emergency Procedures**

### **Accidents**

- Students should report all accidents immediately to the nearest teacher or other staff member.

### **Fire**

- Report any outbreak to the nearest teacher or other staff member.
- The Fire Alarm is a LONG CONTINUOUS bell.
- When the alarm is heard, teachers direct students to stand quietly and walk out of the building in an orderly manner, taking the most direct route.
- Students assemble, in the same classes they have come from, on the Number 1 Rugby Field directly in front of the grandstand and the bank with the flagpole.
- Classes must be in single file, seated, if not wet, with the class teacher standing at the head of the class and as close as possible to the grandstand/flagpole bank.
- Building Area Wardens check their areas for evacuation and report in person to the relevant Deputy Chief Warden before rejoining their classes.
- Class teachers take an accurate roll check and report to the Deputy Chief Warden the names of any students who have previously been in their classes but have not assembled.
- Deputy Chief Wardens report to Chief Warden on the front steps of the school.
- The signal to return to rooms is a short ring of the bells. Teachers then escort their classes back to their rooms.

### **Earthquake**

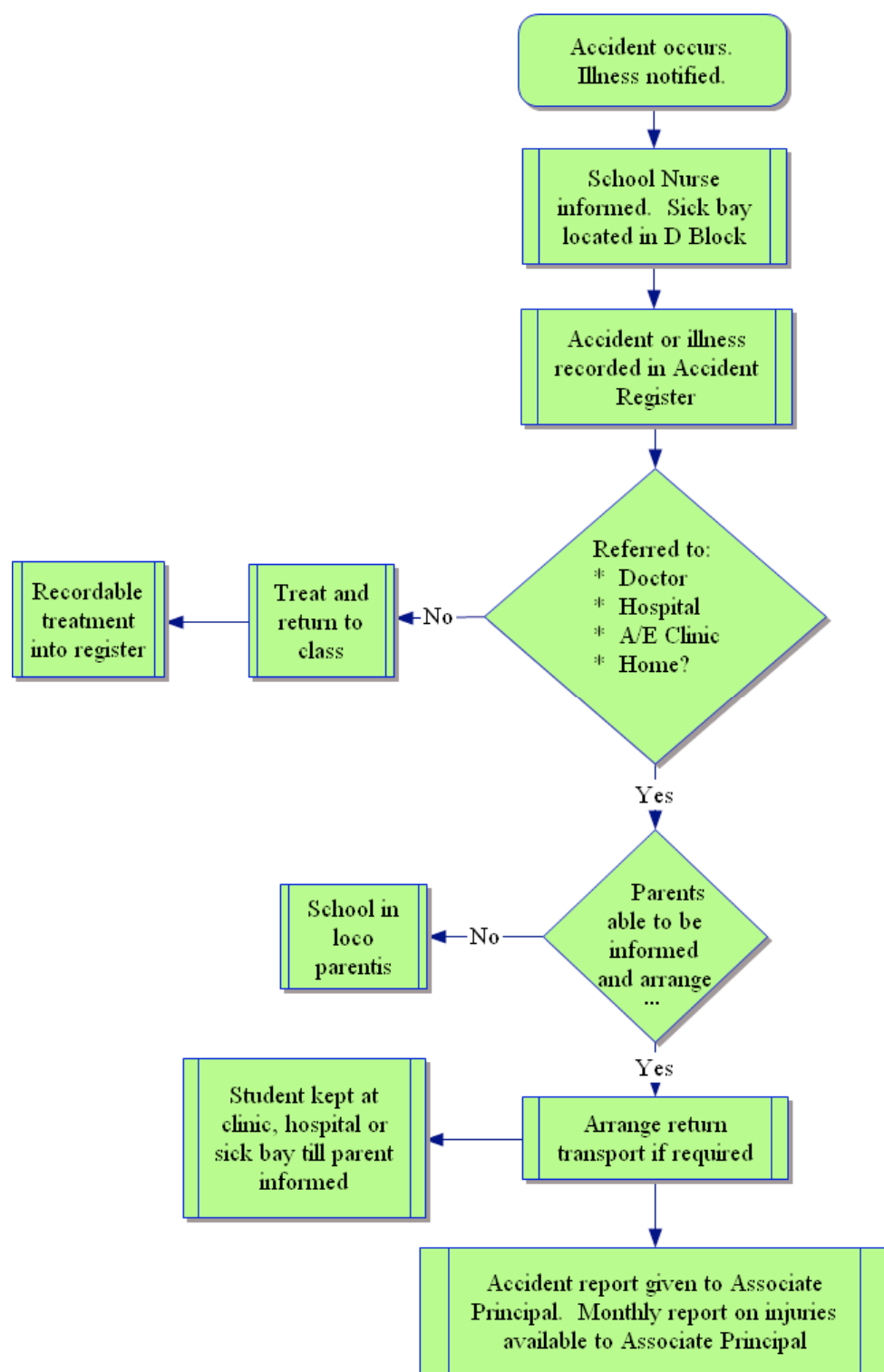
- Move away from windows and dangerous equipment that could fall over.
- Take shelter under solid furniture, e.g., desks.
- Evacuation is a LONG CONTINUOUS bell.

### **Assembly Areas**

- Rugby fields

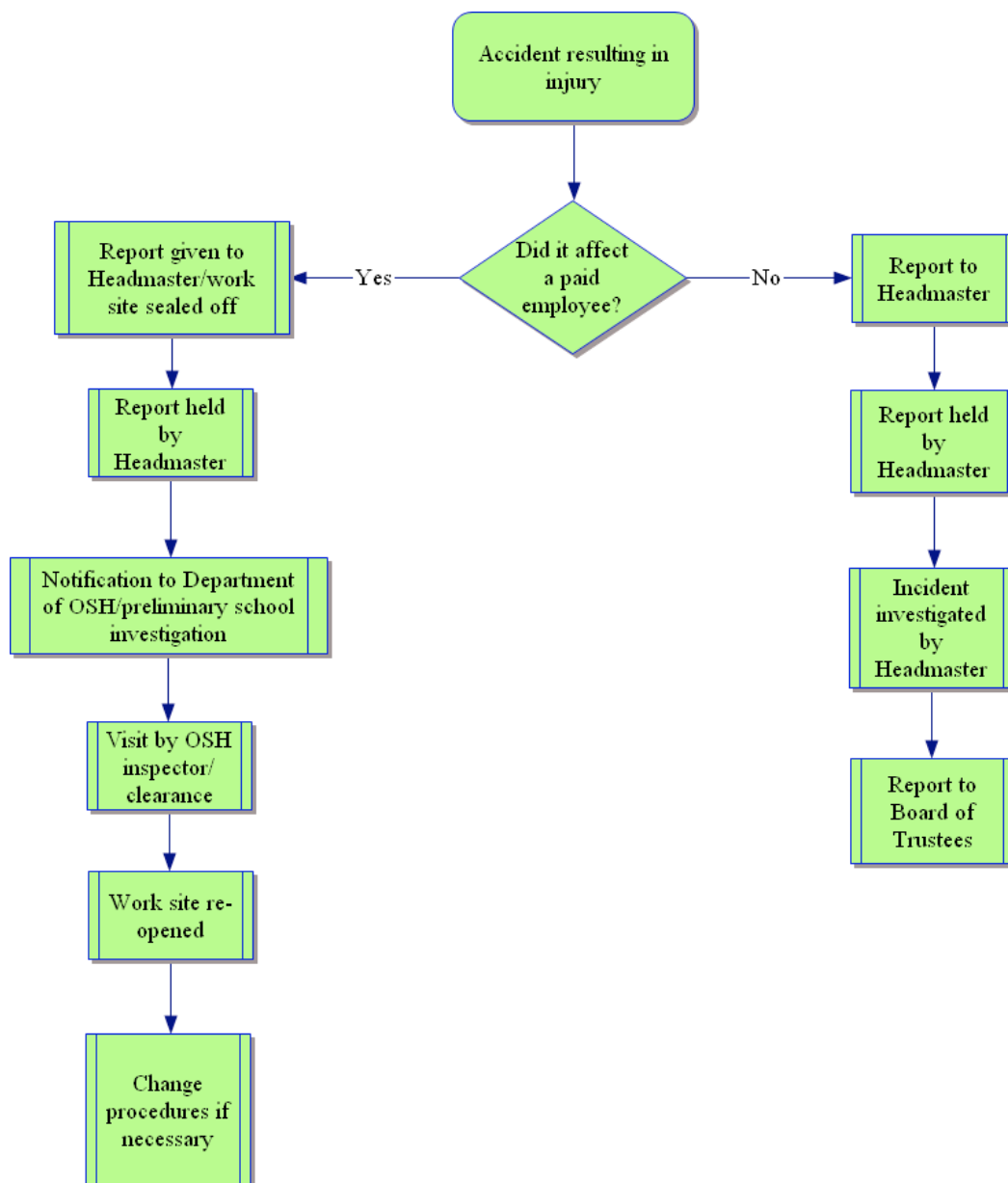
## 11.5 Student Injury or Illness

Requirements relate to Policy 10.7

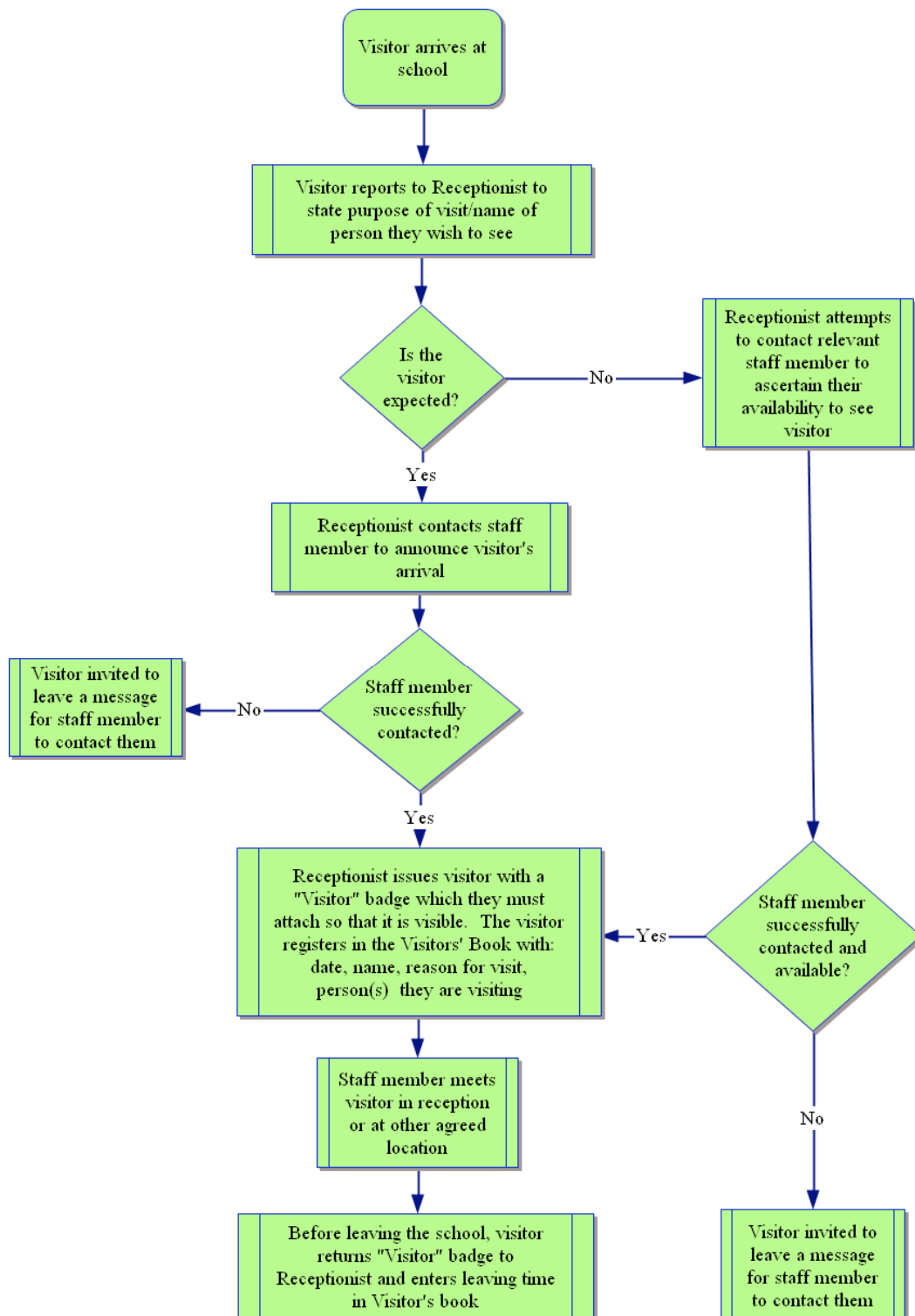


## 11.6 Procedures Relating to Staff Injury

Requirement relate to Policy 10.7



## 11.7 Procedures for Visitors to School

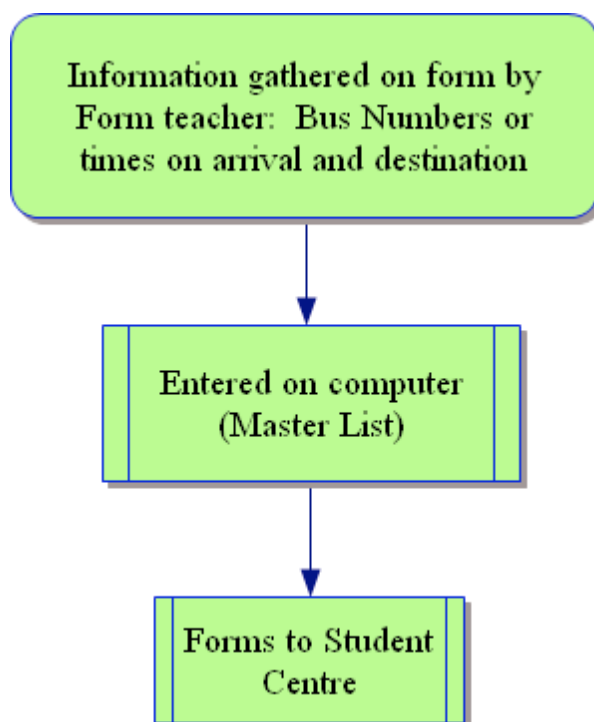




## **12 Communication and Travel**

## 12.1 Students Using Bus/Train

Requirement relates to Policy 11.3



1. Form Teachers to gather information from students using Bus/Train under the following headings:

**Bus:**

Arrival bus number  
Exit Bus Number  
Destination

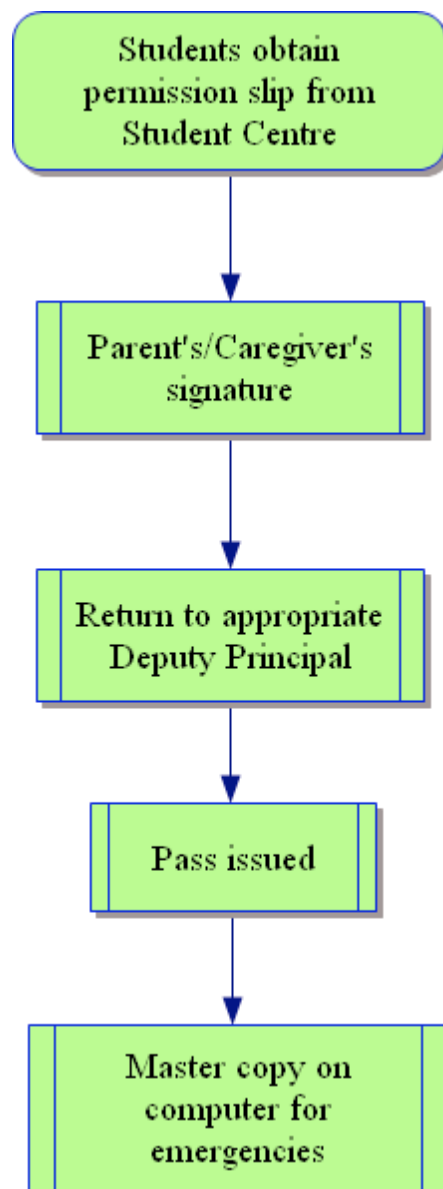
**Train:**

Arrival time  
Exit time  
Destination

2. Information is collated in Form Class lists and retained in Student Centre

## 12.2 Students Using Private Car/Motorbike

Requirements relate to Policy 11.3



# **13 Responsibility and Authority**

## 13.1 Discipline

<b>Person/Persons</b>	<b>Responsibilities</b>	<b>Authorities</b>
<b>Board of Trustees</b>	Policy Communicate with parents/guardians as appropriate	Expulsions Suspension for a definite time
<b>Headmaster</b>	Policy implementation Communicate with parents/guardians as appropriate	Suspensions for five days Suspension for an indefinite time
<b>Associate Principal</b>	Support to Senior Management Team Investigation of major incidents Communicate with parents/guardians as appropriate	Detentions Removal of student from class for more than two days
<b>Deputy Principals</b>	Serious incidents – assault, bullying, property damage, verbal abuse, serious defiance, theft Support to Deans and Heads of Departments Communicate with parents/guardians as appropriate	Detentions Removal of student from class for more than two days
<b>Deans</b>	Support to Form Teachers Communicate with parents/guardians as appropriate	Detentions Removal of student from class for up to two days
<b>Heads of Departments</b>	Support to Classroom Teachers Communicate with parents/guardians as appropriate	Detentions Removal of student from class for up to two lessons
<b>Form Teachers</b>	Attendance, punctuality, uniform, homework Communicate with parents/guardians as appropriate	Detentions – attendance and uniform issues
<b>Classroom Teachers</b>	Standard of classroom behaviour Communicate with parents/guardians as appropriate	Impositions Detentions

## 13.2 Financial

<b>Person/Persons</b>	<b>Responsibilities</b>	<b>Authorities</b>
<b>Board of Trustees</b>	Approve budgets Financial accountability	All payments
<b>Headmaster</b>	Policy implementation Prepare budgets with the Business Manager	Payment authority of \$50,000 Approval of fixed assets items (i.e., over \$500)
<b>Business Manager</b>	Prepare budgets with the Headmaster Maintain budget records Report monthly on budgets	Payment authority of \$5,000
<b>Director of Boarding</b>	Accurate records of Towers Hall expenditure	Payment authority of \$5,000
<b>Property Manager</b>	Accurate records of repairs and maintenance	Payment authority of \$5,000
<b>Heads of Departments and Other Budget Holders</b>	Accurate records of departmental expenditure	Ordering of all items not on fixed asset register (i.e., below \$500)

### 13.3 Assessment

<b>Person/Persons</b>	<b>Responsibilities</b>	<b>Authorities</b>
<b>Board of Trustees</b>	Policy	
<b>Headmaster</b>	Policy implementation	Authorisation of student absence from school
<b>Deputy Principal Responsible for Assessment</b>		Give extensions for NZQA assessments
<b>Deans</b>	Follow-up of non-attendance at assessments/examinations	Give detention/withdrawal of study leave to exam defaulter
<b>Heads of Departments</b>	Implementation of assessment	Develop departmental assessment tasks Develop departmental policies on authenticity and moderation
<b>Classroom Teachers</b>	Follow departmental policies Keep records of assessments Referral of non-attendance to Dean	

## 13.4 Uniform

<b>Person/Persons</b>	<b>Responsibilities</b>	<b>Authorities</b>
<b>Board of Trustees</b>	Uniform policy	Change of uniform regulations
<b>Associate Principal</b>	School-wide implementation of policy	Authority to decide on uniform standard Authorize equity expenditure Uniform exemptions over three days
<b>Deputy Principals</b>	Support school-wide uniform implementation	Authority to decide on uniform standard Uniform exemptions over three days
<b>Deans</b>	Check on serious uniform defaulters	Uniform exemptions over three days
<b>Guidance Counsellors</b>	Refer students with financial difficulties to Deputy Principal/Director of Guidance	
<b>Form Teachers</b>	Check students with ongoing uniform concerns Refer to Dean after contacting home	Detentions for uniform default without uniform pass Contact home
<b>Classroom Teachers</b>	Check students' uniforms on entry into class	Enter details on KAMAR for students without Uniform Pass Send student to Student Centre for correct uniform/Uniform Pass



## 13.5 Attendance

<b>Person/Persons</b>	<b>Responsibilities</b>	<b>Authorities</b>
<b>Board of Trustees</b>	Policy	
<b>Headmaster</b>	Policy implementation	Exemptions from school to Ministry of Education
<b>Associate Principal</b>	Major truancy	Referrals to District Truancy Service and NETS
<b>Deputy Principals</b>	Major truancy	Daily Report Attendance Report Monitoring
<b>Deans</b>	Moderate truancy	Detentions Daily Report
<b>Form Teachers</b>	Check on daily attendance Contact parents after three days non-attendance Have all absences explained within five days	Detention for minor truancy Daily Report Attendance Report Letters and phone calls to home
<b>Classroom Teachers</b>	Maintain period roll on computer Referral of ongoing non-attendance to Form Teacher/Dean	Detention for minor truancy Attendance check report

## 13.6 Curriculum

<b>Person/Persons</b>	<b>Responsibilities</b>	<b>Authorities</b>
<b>Board of Trustees</b>	Policy	
<b>Headmaster</b>	Implementation of policy	Subjects to be taught at different levels
<b>Deputy Principal Responsible for Curriculum</b>	Oversight of school curriculum	Monitoring curriculum implementation
<b>Faulty</b>	Development of school curriculum within policy Monitoring of departmental requirements	
<b>Heads of Departments</b>	Establishment of Departmental Scheme	Determine teaching programmes that fit national curriculum statements
<b>Classroom Teachers</b>	Plan lessons that fit departmental scheme	Develop individual teaching strategies